ELA/ELD Framework Vignettes: Chapters 3–7

Chapter 3

Transitional Kindergarten – Pages 78–82

Vignette 3.1 ELA/Literacy Instruction in Transitional Kindergarten: Retelling and Rewriting Stories

Background:

Ms. Campbell teaches in a two-way immersion school where the children learn in both Spanish and English. Half of her class of twenty-four transitional kindergarteners is comprised of native English speakers, and half is comprised of EL children dominant in Spanish and at the Emerging and Expanding levels of English language proficiency. Among the school's goals are to promote biliteracy and an appreciation for cultural diversity. Ms. Campbell engages her students in many rich language activities every day, half of the time in English, and half of the time in Spanish. She reads aloud to her students daily in both languages. She collaboratively plans lessons with her transitional kindergarten (TK) and kindergarten (K) teaching colleagues, and the team routinely swaps lesson plans.

Lesson Context:

Over the past two weeks, Ms. Campbell has read aloud to her students several versions of the story "The Three Little Pigs," both in English and in Spanish. The big ideas of the unit are that people tell stories to entertain and teach life lessons. At the end of the unit, the children will be able to retell stories using key details and vocabulary, applying their understandings of how stories are organized. They'll also be able to discuss some of the lessons the stories have taught.

Ms. Campbell's interactive read alouds have included much discussion about the characters and plot of the story, the vocabulary used, and similarities and differences between the versions. Last week, the class made a story map containing important details: the problem, characters, setting, and sequence of events. Yesterday, Ms. Campbell guided her students to retell the story with a partner, using pictures from the texts, which were glued onto cards, simple props of the characters, and the story map. Today, Ms. Campbell will guide her students to retell and then collaboratively rewrite the story. The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards Ms. Campbell is focusing on are the following:

Learning Target: The children will retell and rewrite the story in order using colorful words and key details.
CA CCSS for ELA/Literacy: *RL.K.2 – With prompting and support, retell familiar stories, including key details; SL.K.2 – Confirm understanding of a text read aloud ... W.K.3 – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred ... L.K.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.* ***CA ELD Standards (Expanding):*** *ELD.PI.K.12a – Retell texts and recount experiences using complete sentences and key words. ELD.PII.K.1 – Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages … ELD.PII.K.2 – Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., next, after a long time) …*

Lesson Excerpts:

Ms. Campbell calls her students to the carpet and reminds them that they've been reading lots of

different versions of "The Three Little Pigs" and that yesterday, they spent a lot of time retelling the story. She tells them that today, they're going to use all of that great oral retelling to rewrite the story together. Using her computer tablet and a projector, Ms. Campbell projects five pictures depicting important events from the story. She asks her students to take turns with a partner retelling the story, using the pictures. She listens to the children as they share, noting the language they use, their ability to sequence events, and any misunderstandings.

Ms. Campbell: Children, I really enjoyed listening to your retellings of the story. Today, when I write down what you say, we need to make sure we get all those great details, like the characters and the setting, the problem, and the important events into our reconstructed story. Let's remind ourselves what we included in our story map.

Ms. Campbell points to the story map the class generated together (see Vignette 3.2 for the story map) and guides them in chorally reading the information on it. Next, she sets the purpose for engaging in the next task.

Ms. Campbell: When we rewrite, or reconstruct, the story together, we also need to remember that one of the main purposes for telling stories is to entertain other people. So we have to make sure that the language we use is really colorful and interesting. For example, we can't just say that the pig built a house and the wolf blew it down. That would be kind of boring, wouldn't it? (The children enthusiastically agree.) Instead, we need to use descriptive, or colorful, words and interesting dialogue. We could say something like, "The wolf (taking a deep breath and inviting students to join her by motioning with her hand) huffed and he puffed and he blew the house down."

Tania: He destroy the house!

Ms. Campbell: That's right! He *destroyed* the house. He absolutely demolished it. Can you say more about that?

Tania: He destroy the house and he say "I huff and I puff and I blow you house down!" And the house, it crash on the floor!

Ms. Campbell: Wow! That is a great way to retell the story! When we retell and rewrite the story, let's make sure we remember to use lots of that colorful language and dialogue.

Ms. Campbell uses her computer tablet to project the "Story Rewriting Template" the class will use to rewrite the story. The template includes the same terms as the story map and groups the story grammar and sequence of events into three stages: *orientation, complication, resolution*. Rather than using the terms *beginning, middle,* and *end* (which all text types have), Ms. Campbell finds that using the terms *orientation, complication, resolution* helps her students discuss story organization because the terms are related to what's happening in the stages. She uses the template to guide the students to jointly reconstruct the story with her. In the Story Rewriting Template below, the template Ms. Campbell uses with students is on the left, and her notes to herself about what each stage is are on the right.

Story Rewriting Template	
Template to use with students	Ms. Campbell's lesson plan notes for herself
Story Title:	*Orients* readers to the story – Introduces the characters and setting, foreshadows the problem
Orientation	
Complication	*Complicates* the story – Introduces the problem and shows how it things get *complicated* because of it Lots of events and dialogue here
Resolution	*Resolves* the problem in the story and wraps everything up

(Optional) Story Theme(s)	Articulates the life lesson(s) of the story

Ms. Campbell: When I look at our notes in the story map, it says that at the beginning of the story, Mama pig says goodbye. The three little pigs go to build their houses. Should I just write that?

Children: No!

Ms. Campbell: What should I write then. Ysenia, what do you think?

Ysenia: We should start like, “Once upon a time.”

Ms. Campbell: Oh, that’s a great way to start a story. What does everyone think about beginning the story like that?

Children: (Nodding.) Yeah! Once upon a time!

Ms. Campbell: Okay then. (Writing.) Once upon a time … Then what? Turn to your partner and see if you can come up with our first sentence.

Ms. Campbell continues to guide the children to jointly reconstruct, or rewrite, the orientation stage of story, using the details in the story map and the colorful language of engaging storybooks. At the complication stage, she prompts the children to use language to signal to readers that something is shifting in the story.

Ms. Campbell: Okay, so now that we have the orientation stage written, we need to get into the complication stage. Remember, that’s where the problem comes in and where things get *complicated*. What was the problem in this story? Martín, what do you think?

Martín: The wolf wants to eat the pigs, but they don't want to get eaten.

Ms. Campbell: Yes, but things got a little complicated because the houses the pigs built weren’t so sturdy, were they? Were the pigs surprised when the wolf comes? How can we use words to show that?

Jordan: We could write the pigs built their houses. And then a wolf came.

Ms. Campbell: Oh, you used “and then!” That’s a great idea, Jordan. When you said that, it made me think something was changing in the story, that there was a problem coming. Is there a word we could use to let the reader know that something is changing, that things are getting *complicated*?

Several Children: Suddenly!

Ms. Campbell: Yes, we learned that word “suddenly” when we were reading “The Three Little Pigs” stories last week, didn’t we. That really tells us something is changing and that it happens right away. So, how about if we write, “*Suddenly*, a wolf came along.” How does that sound?

Children: (Nodding.)

Ariel: And he was very hungry.

Rashidi: Very, very hungry.

Juanita: ¡Era muy feroz!

Ms. Campbell: Yes, he was ferocious! Let’s all say that word together - ferocious. Oh, that adds a lot of colorful detail. It’s really describing what kind of wolf it is. How about if I write, “Suddenly, a ferocious wolf came along, and he was very, very hungry.” How’s that? That really let’s me know things are going to get complicated, doesn’t it?

Ms. Campbell guides the children to use the colorful language from the stories they’ve been reading, including dialogue and general academic vocabulary, as they jointly reconstruct the story.

Ms. Campbell: And what does the wolf do when he knocks on the first little pig’s door? What does he say?

Children: “Little pig, little pig, let me in!” (The other children agree.)

Ms. Campbell: (Writing.) And how does the wolf say it? Does he whisper it, like this? (Whispering.)

Children: No!

Sara: He roars!

Ms. Campbell: Does everyone like that? (The children nod and say “yes,” and Ms. Campbell adds it to the story.) And then what does the little pig say?

Children: “Not by the hair of my chinny chin chin!”

Ms. Campbell: And how does he say that, Miguel?

Miguel: He scare.

Ms. Campbell: Yes, he’s scared, isn’t he. So does he shout it, like this (shouting). Does he whimper, like this (whimpering).

Miguel: I think he whimper.

Ms. Campbell: I think so, too!

When the children are finished reconstructing the story with Ms. Campbell, they chorally read the story together. As they do, Mrs. Campbell models enthusiastic reading and prosody, and she encourages the children to do the same. The next day, Ms. Campbell will guide the children to rewrite the story in Spanish. Then, she’ll use the text from the reconstructed story in English and Spanish to make a bilingual big book with photographs she’s taken of the children acting out the story in the dramatic play center to illustrate the story. The big book will reside in the classroom library corner for the students to read and re-read to themselves, to one another, and to visitors to the class.

Teacher Reflection and Next Steps:

Ms. Campbell brings her observation notes and the reconstructed stories to her collaborative planning time with her TK and K teaching colleagues. She shares the evidence she’s collected to explain to her colleagues how she guided her students to use new language and to understand story structure and language features in stories. She also shares that she’s noticed that some students have been using some of the new language in their oral retellings and in the stories they dictate to other adults who work in the classroom. One colleague asks Ms. Campbell if she can use the “Three Little Pigs” lesson plan and also if she can observe her the next time she engages her students in a story reconstruction activity.

Sources: Lesson adapted from Derewianka and Jones (2012) and Gibbons, P. (2002)

Resources:

Web sites:

- Reading Rockets has ideas for reading aloud (http://www.readingrockets.org/reading-topics/reading-aloud).
- D.E.A.R. (drop everything and read) with families short video (https://www.teachingchannel.org/videos/dear-reading?fd=1) on https://www.teachingchannel.org/.

Recommended reading:

Collins, Molly F. 2012. “Sagacious, Sophisticated, and Sedulous: The Importance of Discussing 50-cent Words with Preschoolers.” *Young Children.* NAEYC. (http://www.naeyc.org/yc/files/yc/file/201211/YCCollins.pdf)

Shedd, Meagan K., and Nell K. Duke. 2008. “The Power of Planning: Developing Effective Read Alouds.” *Beyond the Journal: Young Children on the Web.* NAEYC. (http://www.naeyc.org/files/yc/file/200811/BTJReadingAloud.pdf)

Transitional Kindergarten – Pages 82–85

Vignette 3.2 Designated ELD Instruction in Transitional Kindergarten
Retelling Stories Using Past Tense Verbs and Expanded Sentences

Background:

At the beginning of the year, six of Ms. Campbell's EL students were at the early Emerging level of English language proficiency, and by this point in the year, they're able to express themselves using short sentences and learned phrases when they interact with peers in English. The other six EL children were at the early Expanding level and are now able to interact using English about a variety of topics and in more extended exchanges. Ms. Campbell and her TK and K colleagues plan their designated ELD lessons at the same time as they plan their ELA and other content area lessons. When they plan, they focus on anticipating their students' language development needs for these content areas, and they make adjustments in future planning, based on what they observe their students doing during lessons.

Lesson Context:

Ms. Campbell works with her twelve EL children in two small groups of six in order to provide designated ELD instruction that is tailored to their language learning needs. While she works with these small groups, the other children in the class engage in collaborative tasks at learning centers, some of them supervised by parent volunteers. In ELA instruction, Ms. Campbell has just guided her students to rewrite, or jointly reconstruct, the story of "The Three Little Pigs" (see Vignette 3.1). As she observed her students during their oral retellings of the story in English, she noticed that her ELs at the Emerging level of English language proficiency were not always using past tense verbs or expanding their sentences with much detail. She'd like for the children to feel more confident orally retelling stories in general and in using particular language resources to expand and enrich their sentences, as well as past tense verbs, so she plans to focus on these two areas of language in her designated ELD lessons this week. Ms. Campbell's learning targets and the cluster of CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will retell the story in order using past tense verbs and expanded and enriched sentences.
CA ELD Standards Addressed (Emerging): *ELD.PI.K.12a - Retell texts and recount experiences using complete sentences and key words; ELD.PII.K.3b - Use simple verb tenses appropriate for the text type and discipline to convey time … ; ELD.PII.K.4 - Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) … ; ELD.PII.K.5 - Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) ...*

Lesson Excerpts:

Ms. Campbell invites the six EL children at the Emerging level of English language proficiency over to the teaching table. She tells them that today, they're going to get to retell the story of the "Three Little Pigs" again, and that this time, they're going to focus on adding a lot of details to their retellings and making sure listeners know that the story happened in the past. She points to the story map, which the class generated the previous week.

The Three Little Pigs		
Characters	***Setting***	***Problem***
Three little pigs Big bad wolf Mama pig	The countryside Next to the forest	The wolf wants to eat the pigs, and the pigs don't want to be eaten.
Events		

Once upon a time→----------→----------→----------→----------→The end				
Orientation	Complication			Resolution
Mama pig says goodbye. The three little pigs go to build their houses.	The first little pig builds a house of straw. The wolf blows it down.	The second little pig builds a house of sticks. The wolf blows it down.	The third little pig builds a house of bricks. The wolf can't blow it down.	The third little pig tricks the wolf, and the three pigs live together in the brick house.

Ms. Campbell places the same five pictures the students have already used for orally retelling the story in ELA (see Vignette 3.1) on the table in front of them. She hands each of the children a popsicle stick puppet (three pigs and three wolves). She explains that when there's dialogue, they'll each have a chance to act out how the character is saying the dialogue using the puppets.

Ms. Campbell: Children, let's retell the story together. The first time, I'm going to say what's happening, and then you're going to repeat what I say. I want you to notice how when we tell stories, we use words, or verbs, that tell us the story already happened, or it's in the past. So, we don't say, there *are* three little pigs. We say, there *were* three little pigs because it happened a long time ago.

María: Once upon a time.

Ms. Campbell: Yes, "once upon a time." That means it happened a long time ago. And we don't say, the wolf *blows* the house down because that would mean it's happening right now. It happened a long time ago, so we say, the wolf *blew* the house down. Say that with me – *blew*. I want you to listen for the words, or verbs, that let us know the story happened a long time ago. I'll retell what's happening in each picture, and then you repeat after me. (Pointing to the first picture.) Once upon a time, there *were* three little pigs.

The children repeat what Ms. Campbell says as they retell the story using the pictures. In her retelling, she intentionally models enthusiastic retelling and prosody. She also models the use of expanded sentences (by using descriptive adjectives and prepositional phrases, for example) that contain details about the characters and events.

Ms. Campbell: The *frightened little* pig ran *into his house*.

Two of the Children: The frighten little pig run to his house.

Ms. Campbell: Let's all say that together. Listen carefully first. The *frightened little* pig ran *into his house*.

Children (all six together): The *frightened little* pig ran *into his house*.

After the children have retold the story with Ms. Campbell, she asks them to work in partners to retell the story (one partner has a wolf puppet, and the other has a pig puppet). As the children retell the story, Ms. Campbell listens carefully and provides "just-in-time" scaffolding.

Maria: The pig saw the wolf and he scared and he ran away.

Ms. Campbell: Yes, that's right. And how can we let people who are listening know a little more about the pig and the wolf? Are they little, are they big, are they nice, are they scary?

Maria: The little pig saw the big, scary wolf and he scared. He ran away to his house.

Rafael: The wolf huff and he puff and he blew the house down.

Ms. Campbell: That's wonderful that you said *blew*, Rafael! That lets us know the story happened in the past. But remember we have to show with all the action words that the story happened in the past, or a long time ago, so we have to say the wolf huff*ed* and he puff*ed* and he *blew* the house down. Say it with me.

Ms. Campbell stresses the –ed suffix in the words "huffed" and "puffed" to make sure Rafael hears the endings, and she has him say the sentence with her to make sure he has guided practice. She doesn't correct everything the children say, as she knows this might make them feel overly self-conscious

and detract from their focus on meaning making. Instead, she is strategic with her corrective feedback and focuses primarily on past tense verbs and expanded sentences.

As the children retell the story, Ms. Campbell uses a rubric based on the CA ELD Standards, to guide her observation of their oral retellings. The rubric provides her with information about individual students' progress in particular areas of English language development, and this information helps her plan subsequent lessons intentionally and provide strategic scaffolding during instruction.

Teacher Reflection and Next Steps:

Based on information from her oral retelling observation rubric, Ms. Campbell makes a note to continue to work on past tense verbs and expanded sentences with these six children in designated ELD for the rest of the week. She also makes a note to listen to the children carefully over the next couple of weeks as they retell stories during ELA instruction and at literacy stations to see if they use past tense verbs and expand their sentences independently.

Ms. Campbell sends home with all of the children in the class a packet that contains the five pictures from the story, the popsicle stick puppets of the wolf and pig, and the text of "The Three Little Pigs" in English and in Spanish with ideas for parents to read aloud and facilitate oral retellings at home in both languages. For the six EL children in today's lesson, she adds additional instructions for parents in Spanish asking them to support their children to use past tense verbs and expanded sentences in their oral retellings in English.

Source: Lesson adapted from Derewianka and Jones (2012)

Resources

Web sites:

- Colorín Colorado has resources for ELs (http://www.colorincolorado.org/educators/ell_resources/prek/) in preschool and TK (http://www.colorincolorado.org).
- NAEYC has many "Messages in a Backpack" (http://www.naeyc.org/tyc/backpack) in both English and Spanish about how families can support their children's language and literacy development (http://www.naeyc.org).

Recommended reading:

Berkowitz, Doriet. 2011. "Oral Storytelling: Building Community through Dialogue, Engagement, and Problem Solving." *Young Children*. March: 36-40. (http://www.naeyc.org/tyc/files/tyc/file/V5I2/Oral%20Storytelling.pdf)

Kindergarten – Pages 123–127

Vignette 3.3 ELA/Literacy Instruction in Kindergarten: Interactive Storybook Read Aloud

Background:

Mr. Nguyen reads aloud to his students daily during ELA instruction. He intentionally selects storybooks that have an engaging and fun plot because they promote extended discussions. The books he selects are also filled with general academic vocabulary and other rich language, which ensures that his thirty kindergarteners, half of them ELs, are immersed in rich language. Most of the EL children in Mr. Nguyen's class are at the Expanding level of English language proficiency. However, three are new to the U.S. and are at the early Emerging level. Three of his students have moderate intellectual disabilities, and Mr. Nguyen works closely with the school specialist to ensure he is attending to their socio-emotional and cognitive learning needs.

When he reads aloud complex literary texts, Mr. Nguyen incorporates specific instructional strategies so that his students develop enthusiasm about the stories, listening comprehension skills, and sophisticated language. He also looks up specific words and phrases in his EL students' primary languages so that he can use them strategically to scaffold their comprehension of the English texts.

Lesson Context:

Mr. Nguyen and his teaching colleagues collaboratively plan their read aloud lessons, as well as the designated ELD lessons that build into and from the read alouds. They've just planned a five-day series of lessons for the story *Wolf* by Becky Bloom and Pasal Biet. The teachers will read the story to their students three times over three consecutive days. Each time they read the story aloud, they'll model good reading behaviors, draw attention to vocabulary, and prompt students to discuss comprehension questions (at first mostly literal and increasingly inferential as the week progresses). In the last two days of the lesson series, the teachers will guide their students to retell the story, first orally and then in writing. The team's planning map for the week is provided below.

Interactive Storybook Reading 5-day Planning Template		
Book title and author:		
The problem (in child-friendly language):		
General academic vocabulary in the story:		
Selected words to teach more in depth later (~5):		
Day 1	**Day 2**	**Day 3**
Places in the story to model making inferences: Vocabulary to explain (E), act out (A) or show in the illustration (S): Places to stop for think-pair-share (write questions and sentence frames, differentiated as needed):	Places in the story to model making inferences: Vocabulary to explain (E), act out (A) or show in the illustration (S): Places to stop for think-pair-share (write questions and sentence frames, differentiated as needed):	Places in the story to model making inferences: Vocabulary to explain (E), act out (A) or show in the illustration (S): Places to stop for think-pair-share (write questions and sentence frames, differentiated as needed):
Days 4-5 Guided (with the teacher) or independent (in pairs or groups): • Oral retelling of the original story • Written retelling of the original story • Alternate version of the original story		

At the end of the week, Mr. Nguyen will ask the students to work in pairs and compose and illustrate either a retelling of the original story or an alternate version of the story (e.g., with different characters, alternate ending). The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards Mr. Nguyen is focusing on today, the first day of the lesson series, are the following:

Learning Target: The students will discuss text-dependent questions about a story they listen to. They'll practice being good conversation partners.
CA CCSS for ELA/Literacy: *RL.K.1 – With prompting and support, ask and answer questions about key details in a text; RL.K.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts); SL.K.1 – Participate in collaborative conversations with diverse partners, follow agreed-upon rules, and continue a conversation through multiple exchanges; SL.K.2 – Confirm understanding of a text read aloud.*
CA ELD Standards (Expanding): *ELD.PI.K.1 – Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions; ELD.PI.K.3 – Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X.), as well as open responses, in order to gain and/or hold the floor. ELD.PI.K.5 – Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.*

Lesson Excerpt:

On the first day, Mr. Nguyen invites his students to the carpet to listen to the story. He briefly *previews what the problem of the story is* since this is often challenging for students to perceive on their own.

> Mr. Nguyen: Today, you're going to meet a hungry wolf. At first, he wants to eat some farm animals – a cow, a pig, and a duck. But the farm animals are much more interested in reading their books, so they *ignore* him. That means they don't pay attention to him *at all*. He doesn't like that, and he tries to get them to pay attention to him.

As Mr. Nguyen reads the story, his students are all very engaged, in large part because the story is so well written, but also because Mr. Nguyen models enthusiasm and intonation, and he acts out the voices of the interesting characters when there's dialogue. He frequently invites the children to read along with him some particularly engaging passages. For example when the pig explains to the Wolf that the farm is for educated animals, Mr. Nguyen invites the children to say the dialogue together.

> Mr. Nguyen: "'Educated animals … Educated animals!' the Wolf repeated to himself.' Let's all repeat that together, and let's say it like the Wolf would.

Mr. Nguyen also models how to make inferences at strategic points in the story by thinking aloud. Thinking aloud also allows Mr. Nguyen to expose the children to general academic vocabulary that the students may want to use when they discuss the text later.

> Mr. Nguyen: I'm thinking that the reason the animals aren't paying attention to the wolf is because they're so *engrossed*, or interested in their books. Even though he's *leaping* and *howling* at them, they're more *interested* in reading. I think they must love to read and that they're probably reading really good books!

At one or two strategic points throughout the story, Mr. Nguyen *stops and asks his students to think* about a text-dependent question he poses and then prompts the students to share their ideas with a partner. His students engage in "think-pair-share" frequently, and they quickly turn to their designated partner to discuss their ideas.

> Mr. Nguyen: "You've got a long way to go." That means, "you have a lot of work to do." Why do you think the duck told the Wolf, "You've got a long way to go?"

Mr. Nguyen points to the illustration in the book, which shows the wolf laboriously reading his book out loud, the pig annoyed and glaring at him, and the other animals ignoring him. He's found that adding this level of visual support helps his students with learning disabilities and his ELs at the early Emerging level to comprehend better and be more actively engaged in the partner discussion. It also helps all of the children describe the relationship between illustrations and text in stories. After Mr. Nguyen poses the question, he is quiet for several seconds so his students can think.

Mr. Ngyuen: Now that you have an idea, you can use this sentence frame when you share it with your partner. Listen to me first, and then we'll say it together: "Maybe the animals think that ____." Remember to help your partner, add on to what your partner says, or to ask a question, if you need to. Don't stop your conversation until I call you back.

The children take turns sharing their ideas with their partners, and Mr. Nguyen listens carefully. He has intentionally placed his ELs at the early Emerging levels next to friends who speak the same primary language, and he encourages them to communicate in their primary language when they need to. He also encourages them to use gestures (e.g., nodding) and simple phrases (e.g., I think ... Can you say that again?) in order to participate actively in the conversations.

Alicia: Maybe the animals think that, think that … the wolf …

Sam: (Nodding in encouragement and waiting.)

Alicia: Maybe the wolf is …

Sam: Maybe the animals think that …

Alicia: (Nodding) Maybe the animals think that they don't like him. Your turn.

Sam: I can add on to you because maybe the animals think that he don't read good.

Alicia: Yeah. They read good. They only like to read.

Sam: And the wolf, he don't read good like them.

Mr. Nguyen: (Signaling for students to face him.) I heard some great ideas. I heard someone say that maybe the animals think that the Wolf doesn't read very well, and that's why they told him he has a long way to go. Here (pointing to the text) it says that the animals just kept on reading. It seems like they weren't even interested in hearing him read. It looks like that's what's happening in the illustration, too. Maybe that's what the pig means when he says "you've got a long way to go." Maybe they think Wolf needs to practice reading a lot more, or that he has to practice reading for a lot l*onger* before he can read as well as they do.

Throughout the story, Mr. Nguyen pauses when he comes to general academic vocabulary that his students may not know or only partially understand. He acts out some of the words (e.g., *peered, budge*), points to illustrations in the text for others (*emerging*), and briefly explains others (*educated, ignored, satisfied, impressed*).

Mr. Nguyen: "You have *improved*," remarked the pig. When you improve, that means you get better at doing something.

At the end of the story, Mr. Nguyen asks a final question to stretch his students' analytical thinking.

Mr. Nguyen: Why do you think the other animals want Wolf to keep reading to him now?

Over the next two days, when he reads the story aloud again, Mr. Nguyen continues to model good reading behaviors, focus on vocabulary and other rich language (e.g., *his eyes were playing tricks on him*), and provide lots of opportunities for the children to discuss their comprehension of the text. By the third time Mr. Nguyen reads the book aloud, the children are able to discuss more analytical questions in extended ways. For example, after discussing the text for two days, on the third day, the children have a more nuanced understanding of why the animals ignored the Wolf and can explain their ideas more precisely (e.g., *because he was acting in an "uneducated" way and couldn't read like them*). They are also able to answer the questions "What do you think the Wolf learned by the end of the story? How do

you know?" with a greater amount of evidence from the text, including how the Wolf's behavior and appearance changed throughout the story.

Throughout the week, Mr. Nguyen keeps notes on what his students are saying and doing. The log has sections for groups of students (e.g., students having difficulty with listening comprehension, students with special needs, EL children) so that he can support them strategically. On the fourth day, Mr. Nguyen guides the children in an oral retelling of the story. On the fifth day, he engages the children in a "joint reconstruction of text," where he guides them to retell the story as he writes it on a document reader, scaffolding their use of sophisticated language and supporting them to extend and refine their ideas as they reconstruct the story together.

Teacher Reflection and Next Steps:

At the end of the week, Mr. Nguyen reviews the notes in his observation log. He notices that during the think-pair-share discussions on the first read, his ELs at the early Emerging level of English language proficiency struggled to communicate in English, and two used their primary language to share ideas for a couple of the questions. However, by the third read, all three spoke more confidently, using short phrases in English and the sentence frames he provided. He makes a note to ask his teaching colleagues for ideas about supporting these students to participate more actively in English on the first read. At the same time, he's pleased that they listened actively during the first read and that after hearing the story repeatedly, they were able to communicate their ideas in English. Returning to his notes, Mr. Nguyen is also pleased to see that the three children with moderate intellectual disabilities were engaged during all three read alouds, and he attributes this to the scaffolding and structure he provided.

Mr. Nguyen sends home an information sheet—provided in English and in the primary language of the EL children—with ideas for parents to interact with their children when reading aloud to them at home.

Sources: Lesson adapted from Beck and McKeown (2007), McGee and Schickedanz (2007), Ota and Spycher (2011)

Resources

Web sites:

- Colorín Colorado has read aloud tips for parents (http://www.colorincolorado.org/guides/readingtips/) in eleven languages (http://www.colorincolorado.org).
- D.E.A.R. (drop everything and read) with families short video (https://www.teachingchannel.org/)

Recommended reading:

McGee, Lea M., and Judith A. Schickedanz. 2007. Repeated Interactive Read Alouds in Preschool and Kindergarten. *The Reading Teacher,* 60 (8): 742–751. (http://www.readingrockets.org/article/16287).

Kindergarten – Pages 127–131

Vignette 3.4 Designated ELD Instruction in Kindergarten: General Academic Vocabulary Instruction from Storybooks

Background:

Mr. Nguyen has just read his students the story *Wolf* by Becky Bloom and Pascal Biet (see Vignette 3.3). During the interactive read aloud, he paused when he came to several general academic vocabulary words to point to illustrations showing the meanings of the words or act out or explain their meanings. Despite this embedded vocabulary instruction, Mr. Nguyen has observed that many of his ELs have a hard time understanding or using the words orally. He wants all of his students to be able to understand these types of words when he reads them stories and use the words when they retell stories or compose their own original stories. He explicitly teaches some general academic vocabulary during ELA instruction. However, he also uses part of his designated ELD time to teach additional general academic words explicitly so that his EL students can rapidly build their vocabulary repertoires in ways that are tailored to their specific language learning needs.

Lesson Context:

Mr. Nguyen and his kindergarten teaching team plan their vocabulary lessons together. They use a structured routine for teaching vocabulary that the children know well and enjoy because it makes learning the new words fun. The lesson incorporates several key elements:

- contextualizing the word in the story,
- providing a child-friendly explanation of its meaning along several examples of the word used meaningfully, and
- ample opportunities for the children to practice using the word with appropriate levels of scaffolding.

The kindergarten teachers teach 4-5 words per week during ELA instruction using a predictable routine. They use the same routine to teach additional words, when needed, during designated ELD instruction. The teachers develop the children's knowledge of the words over time by using the words frequently themselves throughout the day and by providing ample opportunities for the children to use the words in meaningful ways. The lesson-planning template the team uses is provided below.

General Academic Vocabulary Instruction - Lesson Plan Template (Whole group and small group)

Story:

Word:

Cognates:

Timing: (should take 5-10 min., depending on the word)

Routine:

1. Tell the students the word, and briefly show them the place in the story where they first heard it. Tell students any cognates in the students' primary language (e.g., *furious* in English is *furioso* in Spanish).
2. Explain what the word means in child-friendly terms (1-2 sentences). Use of the word in complete sentences so you don't sound like a dictionary.
3. Explain what the word means in the context of the story.
4. Provide a few examples of how the word can be used in other grade-appropriate ways.
5. Guide students to use the word meaningfully in one or two think-pair-shares (three, if needed), with appropriate scaffolding (using a picture for a prompt, open sentence frames, etc.).

6. Ask short-answer questions to check for understanding (not a test – they're still learning the word).
7. Find ways to use the word a lot from now on, and encourage the children to use the word as much as they can. Tell them to teach the word to their parents when they go home.

If taught in small groups for ELD

Children in group (names):

EL proficiency level: Emerging, Expanding, Bridging

Differentiated sentence frames for step 5 (see CA ELD Standards):

Emerging	Expanding	Bridging

Mr. Nguyen teaches designated ELD during literacy centers. While the other children are engaged in independent tasks (e.g., at the dramatic play area, the library corner, the listening station, the writing station), he works with small groups of EL children at the same English language proficiency level so that he can focus on their particular language learning needs. The learning target and cluster of CA ELD Standards Mr. Nguyen is focusing on today are the following:

Learning Target: The students will use general academic vocabulary meaningfully in complex sentences.

CA ELD Standards (Expanding): *ELD.PI.K.12b - Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning … ; ELD.PII.K.6 - Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) ...*

Lesson Excerpt:

Mr. Nguyen sits at the teaching table facing five of his EL students who are at the Expanding level of English language proficiency. He shows them the book they read that morning, "Wolf," and briefly summarizes the plot of the story. Next, he tells them about the new word they're going to learn to use: *ignore*.

> Mr. Nguyen: (Showing the illustration.) Today, you're going to learn a new word: ignore. Let's all say that together. In the story when the Wolf tried to scare the other animals, they just ignored him. When you ignore someone or something, you don't pay attention to it at all. You pretend it's not there. In the story, the animals ignored the Wolf – or pretended he wasn't there – because they wanted to read their books.

Mr. Nguyen tells the children some other ways the word can be used so that they have models for using the word in different situations.

> Mr. Nguyen: You can use this word a lot and probably every day. For example, this morning, I noticed that Hector ignored a friend who was trying to play with him while I was reading you this story. Hector didn't pay attention to him at all because he wanted to listen to the story. Sometimes when I'm trying to take a nap, there's noise outside my house, but I just have to ignore it so I can go to sleep. Take a look at this picture. Sometimes, my dog ignores me when I call her. She just pretends I'm not there, and I have to tell her "Please don't ignore me."

By this point, the children have a good idea of what the word means, and now it's their turn to use it. Mr. Nguyen provides a structure the students are familiar with (think-pair-share), linguistic support (open sentence frames), and a good question to promote thinking and their meaningful use of the word.

Mr. Nguyen: Now it's time for you to use the word. Here's a picture of a baby bothering a dog (shows picture). It looks like the dog is ignoring the baby. Why do you think the dog is ignoring the baby? (Waits several seconds for students to do their own thinking.) I'm not sure what you were thinking, but I'm thinking that maybe he's ignoring the baby because he's a lot bigger than the baby, and he doesn't want to hurt her. Maybe he's ignoring the baby because he doesn't care if she pulls his ears. You can use your idea, or you can use my idea. Now you get to tell your partner the idea. Use this sentence frame: The dog is ignoring the baby because ___.

After the children say the sentence frame with Mr. Nguyen, they turn to their partner to share their idea. Mr. Nguyen makes sure that his sentence frames contain the new word and that they're "open," meaning that children can use the frame as a springboard to add a lot, and not just one or two words. He also makes sure to think about the grammatical structure of his sentence frames and to constantly stretch his students linguistically. The sentence frame he uses is a complex sentence, and he'd like for his students to use complex sentences to show the relationship between two ideas more often, rather than only using simple sentences to express themselves. He listens as the children share their ideas.

Marco: The dog is ignoring the baby because he's a lot bigger. Maybe he doesn't want to hurt it.

Alexi: The dog is ignoring the baby because he likes it.

Mr. Nguyen: Can you say a little more? What does he like?

Alexi: When she goes on him and pulls him. He loves the baby.

Mr. Nguyen: So he's ignoring the baby because he loves her, and he doesn't care if she pulls on his ears?

Alexi: (Nodding.) He ignoring her because he loves her, and he doesn't care if she hurt him.

Mr. Nguyen does not correct Alexi and require him to say "he's ignoring her" or "she hurts him" because he wants to keep Alexi's focus on the meaningful use of the word *ignore*. However, he makes a note in his observation log to address this grammatical point in another lesson. He asks the children another question and has them share their ideas with a partner, and then he asks them some short-answer questions to reinforce their understanding.

Mr. Nguyen: Now we're going to play a little game. If what I say is a good example of something you should ignore, say "ignore." If it's not, say "don't ignore." Your friend wants to play with you during circle time.

Children: (In unison.) Ignore.

Mr. Nguyen: Your friend falls off the swing and hurts herself.

Children: (In unison.) Don't ignore.

At the end of the lesson, Mr. Nguyen returns to the places where the word *ignore* appears in the story and briefly reminds the children of how it was used. The vocabulary lesson has taken about eight minutes, and now the children have a solid foundation for using the word and for understanding the word when they encounter it again in *Wolf* (when Mr. Nguyen reads it again) and in other stories.

Mr. Nguyen will continue to develop the children's knowledge of the word over time and will encourage the students to use the word meaningfully. For example, he will encourage the student to "ignore" the sounds outside as they are enjoying quiet reading time. He will also encourage the children to use the word when speaking to one another ("Please don't ignore me. I want to play with you," for example). The children will also learn many other words, some taught directly and many more they are exposed to through the rich stories and informational texts Mr. Nguyen reads aloud daily. In addition, Mr. Nguyen will often choose different words to teach his ELs at the Emerging level of proficiency, words that are important to understanding the stories he reads and that the other students in the class may already know well (e.g., dangerous, practice), as well as some everyday words the children may not pick on their own (e.g., town, village, farm).

Teacher Reflection and Next Steps:

Over the next week, Mr. Nguyen observes the children closely as they speak and write to see if they begin to use the words he's taught them. He deliberately finds ways to use the new words several times each day for the next week, and he posts the new words, along with the picture that depict or trigger a reminder of the meanings of the words (e.g., the dog and the baby) on the class "Big Kids Words" wall. Each week, he sends home a sheet with the new words and a supportive illustration so that his students can "teach" their parents the new words they're learning and so that parents can reinforce the learning.

Sources: Lesson adapted from Beck and McKeown (2001); Silverman (2007); Spycher (2009)

Resources

Web site:

- Colorín Colorado has information about selecting vocabulary words to teach to ELs. (http://www.colorincolorado.org/educators/content/vocabulary/)

Recommended reading:

Beck, Isabel, Margaret McKeown, and Linda Kucan, 2002. "Taking Delight in Words: Using Oral Language To Build Young Children's Vocabularies." Colorín Colorado. (http://www.readingrockets.org/article/11917).

Spycher, Pamela 2009. "Learning Academic Language through Science in Two Linguistically Diverse Classrooms." *Elementary School Journal* (109) 4: 359-379. (http://www.jstor.org/discover/10.1086/593938?uid=3739560&uid=2&uid=4&uid=3739256&sid=21104408212627).

Grade One – Page 165–170

Vignette 3.5 ELA/Literacy/Science Instruction in Grade One
Interactive Read Alouds with Informational Texts

Background:

Mrs. Fabian reads aloud informational texts to her students daily during integrated science and ELA instruction. She intentionally selects informational texts that are rich in content knowledge, engaging, and provide opportunities for her students to discuss their ideas and develop academic language. Her class of thirty-five first graders consists of fifteen native English speakers and twenty EL children with several primary languages. Most of the EL children in the class began the year at an expanding level of English language proficiency and are conversant in everyday English.

Lesson Context:

During integrated science and ELA instruction, Mrs. Fabian is teaching her first graders about bees. Her goal for the end of the unit is for the children to write and illustrate their own informational texts, which will provide descriptions of bees (e.g., their anatomy, habitat, behavior) and also explain how bees pollinate crops and why they are so important to humans. The children have listened actively to multiple informational texts on the topic and ask and answer questions about the information they're learning. They've viewed videos and visited Web sites about bees and pollination, used magnifying lenses to view pollen on flowers in the school garden, observed (from a distance) bees pollinating flowers in the school garden, and acted out the process of pollination using models of bees and large flowers with "pollen" in them.

The class began generating a "bee word wall" with vocabulary - accompanied by illustrations and photographs - from the informational texts and activities in the unit. The words are grouped semantically. For example, the words describing the bee's anatomy (*head*, *thorax*, *abdomen*, *proboscis*) are presented as labels for an illustration of a bee. The class continues to add terms as they progress through the unit. Mrs. Fabian, who is fluent in Spanish, strategically "code switches" between English and Spanish to scaffold understanding for her Spanish-speaking EL students. She also supports her EL students who are not Spanish-speakers by using words she's learned in the children's primary language as often as she can.

Lesson Excerpts:

In today's lesson, Mrs. Fabian will be modeling for her students how to read a section of the informational text closely, and she'll guide them to discuss the content of the text using domain-specific vocabulary from the text. Her goal is not for students to know every fact from the passage but, rather, to focus their attention on what's most important and to think about how the author presented ideas. Her learning target and the clusters of CA CCSS for ELA/Literacy and CA ELD Standards in focus for the lesson are the following:

Learning Target: The students will identify the main topic of an informational text they listen to, using good reasons and evidence to support their ideas.
Primary CA CCSS for ELA/Literacy*: RI.1.2 - Identify the main topic and retell key details of a text; RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text; RI.1.7 - Use the illustrations and details in a text to describe its key ideas; W.1.7 - Participate in shared research and writing projects … ; SL.1.1 -Participate in collaborative conversations with diverse partners; SL.1.2 - Ask and answer questions about key details in a text read aloud … ; L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts…*
CA ELD Standards (Expanding)*: ELD.PI.1 – Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions; ELD.PI.5 – Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support; ELD.PI.11 – Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of*

content); ELD.PI.12b – Use a growing number of general academic and domain-specific words…

Related Next Generation Science Standard:
LS1.A Structure and Function - All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. (http://www.nap.edu/openbook.php?record_id=13165&page=143)

Mrs. Fabian begins by *briefly* activating the children's background knowledge about bees and previewing the passage they'll be reading closely.

Mrs. Fabian: Children, we've been learning a lot about bees lately. I'm going to give you one minute to take turns sharing with your partner at least three observations or facts you know about bees. If both of you are done sharing before the minute is up, you can share even more observations and facts.

The children quickly turn to their partners and animatedly share their ideas, using the "bee word wall" as a reference. Mrs. Fabian observes them to determine which ideas students are expressing and how they are expressing them.

Mrs. Fabian: Wow! I can tell you already know a lot about bees. Today, we are going to learn something new. We are going reread a couple of pages in one book we've been reading, *The Honeymakers* by Gail Gibbons. As you listen, I'd like for you to think about what this part is *mostly* about. (Reading from a passage mid-way through the book) "At each flower the forager bee collects nectar with her proboscis. She stores the nectar in a special part of her body called the crop, or honey stomach. This stomach is separate from her other stomach" (14).

As Mrs. Fabian reads these first three sentences in the passage she's focusing on, she points to the illustrations depicting some of the domain specific vocabulary (*proboscis, crop*). She briefly explains other vocabulary (e.g., *nectar*, or the sweet juice inside the flower) to make sure all students understand the text. While the children are familiar with this content as they've been learning about it in science, the language is still quite new for them. After she has read the third sentence, she stops and asks the children a question.

Mrs. Fabian: The author is giving us a lot of information here. What do you think the author means by "her other stomach?"

Tyler: I think it gots two stomachs.

Mrs. Fabian: You think the bee has two stomachs? Can you say more about that?

Tyler: It said the bee puts the nectar in the stomach. In the honey stomach. And it said it's different from the other one.

Mrs. Fabian acknowledges that Tyler has inferred correctly and rereads the section aloud again.

Mrs. Fabian: So, let's go back to what I asked you to think about. What do you think this part of the book is *mostly* about? Think for a moment (pauses for several seconds). When you share your idea, use this sentence frame: This part is *mostly* about __. Let's say that together.

After the children say the open sentence frame chorally with Mrs. Fabian, they use it to share their ideas, while Mrs. Fabian listens carefully. She notices that one of her EL students, Chue has a good grasp on the main idea, and he has shared with his partner some evidence from the text to support his idea. A few other students are sharing their ideas but are still not quite sure about what the main idea from the passage is.

Mrs. Fabian: Chue, can you tell me what you shared with your partner?

Chue: I share that the part is *mostly* about the bees when they get nectar and they put it in the stomach. In the honey stomach.

Mrs. Fabian: Can you explain why you think that? What happened in this part that makes you think that?

Chue: Because it talking about how the forager bee get nectar from the flower with the proboscis and then it put it in it stomach.

Mrs. Fabian: That's good evidence that tells me what this part is mostly about.. Children, listen carefully as I reread that part so we can make sure we're getting the main idea (rereads the passage). Thumbs up or down everyone if you agree that this part is mostly about the bees collecting nectar and storing it in their honey stomachs.

Mrs. Fabian writes "bees collecting nectar and storing it in the honey stomach" on the chart next to her. As she reads the next part of the passage, she again uses the illustrations to point out some of the words that are depicted in them (*pollen*, *pollen basket*) and she acts out some of the bee behavior the passage describes (e.g., collect). The information in this part of the passage is relatively new for the children, and Mrs. Fabian asks another question to promote their understanding of the passage and to model how to read a text more closely.

Mrs. Fabian: "As she goes from flower to flower she comes in contact with a yellow powder called pollen. Some of the pollen is collected in little 'baskets' formed by the special hairs on her hind legs. As the forager bee collects nectar, she carries pollen from flower to flower. This process is called pollination." And down here, in this corner, it says, "This makes seeds to grow new plants" (Gibbons,14-15). Now, here's some pretty new information for us. This might be a little trickier than the last one we did, but what do you think this part of the book is *mostly* about? And why do you think that? Think about the details.

Mrs. Fabian places the open book under the document reader so the children can refer to the illustrations and text as they discuss their ideas in partners. As she listens to her students, she observes that most of them say that the part is mostly about pollen, and some students are saying it's about "baskets," or "seeds." The children point to the illustrations as they discuss their understandings.

Mrs. Fabian: Inés, what do you think?

Inés: I think it's mostly about the pollen.

Mrs. Fabian: And can you explain more? Why do you think it's mostly about pollen?

Inés: Because it says that the bee gets pollen on its legs and then it goes to the flowers.

Mrs. Fabian: Okay, let's read that again. (Rereads the part.)

Inés: I think maybe it's about pollination?

Mrs. Fabian: That's a big word, isn't it? Let's all say that word together.

Children: (Chorally with Mrs. Fabian) Pollination.

Mrs. Fabian: And what makes you think that, Inés?

Inés: (Shrugging.)

Mrs. Fabian: Can someone add on to what Inés said? Brandon?

Brandon: It said that the bees get the pollen on their legs and then it goes to the flower. (Pauses.)

Mrs. Fabian: And then what happens?

Brandon: And then it's called pollination. It makes seeds so the plants grow.

Mrs. Fabian: Oh, so what you're all saying is that the bee gets pollen on its legs, in its pollen baskets, and when it goes from flower to flower, it gets pollen on the other flowers. And that's what makes the flowers make seeds so they can grow plants. And that's called the *process* of pollination.

Chue: We did that. When we had the flowers and the yellow powder – the pollen.

Mrs. Fabian: Yes, that's right, you acted out the process of pollination. Let's reread this part just to make sure we have the main idea right (rereads). Okay, so thumbs up or down if you think this part is mostly about the process of pollination.

Mrs. Fabian writes "the process of pollination" under "the bee collecting nectar." Rereading the passage again, she guides the students to tell her how she should label a drawing she's prepared in advance, which illustrates bee pollination (a bee going from flower to flower). Later, she'll post the diagram on the "bee word wall." To wrap up the lesson, Mrs. Fabian models making an inference and guides the children to think a little more deeply about the text.

Mrs. Fabian: Hmm. I'm noticing something interesting here. First the author told us about the *bee collecting nectar*, and then she told us about the *process of pollination*. I wonder why she put these two ideas in the same passage. Why do you think she did that? (Pauses to let the children refer to the illustrations and text as they think about the question.)

Mrs. Fabian: Share what you were thinking with your partner (listens to the children share). Solange and Carlos, what did the two of you share with one another?

Solange: Maybe they get the nectar and the pollen at the same time when they go to the flower?

Carlos: And then they carry the pollen on their legs to another flower. And they get more nectar and more pollen, and then they keep doing that.

Mrs. Fabian: (Nodding.) I'm thinking that, too. I'm thinking that the author wanted to show that the bees are getting pollen on their legs from all those flowers *while* they're collecting nectar, and that's why she's telling us these two things at the same time. They are happening at the same time, and that's how the pollen travels from one flower to another. What was that big word we learned?

Children: Pollination!

To wrap up the lesson, Mrs. Fabian asks the students to continue to be good scientists when they observe what's happening around them and to notice what's happening – from a distance - when they see a bee outside of school, in a video, or in a book. She asks them to make connections to the text she read to them and to what they are learning in science instruction and to ask themselves questions: Does the bee have *pollen* in its pollen baskets? Is the pollen getting on the flowers? Is the bee getting the *nectar* with its *proboscis*?

Teacher Reflection and Next Steps:

Over the course of the unit, Mrs. Fabian observes her students carefully. She's particularly interested to see if the children are understanding the science concepts they are learning about and if they are using new vocabulary and grammatical structures in their discussions and in writing. For the culminating project, student-written informational texts about bees, Mrs. Fabian provides a writing template that prompts the children to express their understandings, using the new language they've developed.

All About Bees, by _____		
p. 1 Introduction	p. 4 Bee jobs	p. 7 Pollination
p. 2 Bee anatomy	p. 5 Metamorphosis	p. 8 Bee dances
p. 3 The beehive	p. 6 Honey	p. 9 Interesting facts

As they write their texts, the children refer to the "bee word wall," charts and sentence frames posted throughout the room (from their conversations about bees), and numerous informational texts on the topic, which Mrs. Fabian has placed on their tables and in the classroom library. Once finished, each child reads their book to the class in the "Author's Chair," and the books are placed in the classroom library corner to be read over and over again.

But what about…? One student, Maryam, has just arrived to the U.S. from Somalia and is at the early emerging level of English language proficiency. Mrs. Fabian watches Maryam carefully, and

she assigns her a "buddy," Tanaad, another first grader who speaks Somali and is a good class helper. Maryam sits next to Tanaad during partner talk and at first listens as Tanaad and his partner discuss the science content. Mrs. Fabian models for Maryam and prompts her to use some simple words and phrases (e.g., *yes, no, what's that?, I don't know, I think X.)* so that she can contribute her ideas to conversations. Maryam is expected to participate in class chants, poems, and songs about bees and pollination, even if she is only able to say a few words at first. At first, she's a little shy, but very soon, she participates enthusiastically in these group language activities because they are fun.

Mrs. Fabian encourages the class to make Maryam feel welcome and successful in her English language development, and her peers encourage her to participate in the activities with them. Before long, Maryam is chatting on the playground and in the classroom using everyday English. With encouragement from Mrs. Fabian and her classmates she begins to participate more in discussions about texts and content. In addition to social English, she is learning the academic English in the bee unit alongside the other children, labeling her drawings with words related to pollination (*pollen, bee, fly*) and using more and more of the words in her spoken interaction with others.

Sources:

Lesson adapted from Heisey and Kucan (2010), Shanahan, and others (2010), Spycher, P. (2009); Yopp, R. H., and Yopp (2012).
Text excerpts are from Gibbons, Gail. 1997. *The Honeymakers.* New York, NY: Harper Colllins.

Resources

Web sites:

- Readwritethink has lesson ideas (http://www.readwritethink.org/classroom-resources/lesson-plans/) for teaching students to read informational texts (www.readwritethink.org).
- Reading Rockets has ideas for using informational texts (http://www.readingrockets.org/reading-topics/content-area-teaching-and-learning) (www.readingrockets.org).

Recommended reading:

Heisey, Natalie, and Linda Kucan. 2010. "Introducing Science Concepts to Primary Students Through Read-Alouds: Interactions and Multiple Texts Make the Difference." *The Reading Teacher* 63 (8): 666–676. (http://www.readingrockets.org/article/41557)

Grade One – Pages 170–174

Vignette 3.6 Designated ELD Instruction in First Grade
Unpacking Sentences

Background:

During an integrated ELA and science unit on bees, Mrs. Fabian observes all of her students carefully as they discuss the science concepts and use new language (see Vignette 3.5). She finds that some of her EL students at the Expanding level of English language proficiency are having difficulty describing and explaining their ideas using domain-specific and general academic vocabulary and complex sentences. This makes it difficult for them to convey their understandings of the content she is teaching them, and she suspects that if they if they're not understanding the language in the texts, they may not be fully understanding the science concepts.

Lesson Context:

Mrs. Fabian meets with her first grade team and asks for their ideas in addressing her EL students' language learning needs. The other teachers on the team share that they've had similar challenges, and they decide to work together to plan a series of designated ELD lessons, differentiated by English language proficiency levels, to address their students' language learning needs. The team begins by analyzing the informational science texts they are using for a) the language that is critical for students to understand the science content and b) language that they would like for their students to produce orally and in writing. Some of this language is domain-specific vocabulary, which the teachers decide to address daily in both integrated ELA/science and in designated ELD.

In addition to vocabulary, the team also notices that many of the sentences in the informational texts for instruction are densely packed with information, and they determine that rather than simplifying the language for their EL students, they should delve into the language so that their EL students can begin to understand it better. They refer to the CA ELD Standards to see what types of vocabulary and grammatical structures their EL children at the Expanding level should be able to use, and they incorporate this guidance into their planning. They decide to show their students how to "unpack" some of the densely packed sentences in the science texts they are using. They learned this technique in a professional learning seminar provided by their district, and they've adapted it to meet their students' needs. The write the procedure they will use so that they can refine it after they see how it works.

Unpacking Sentences

1. Start with a text you are already using.
2. Identify sentences students find challenging to understand.
3. Focus on meaning: Show students how to unpack the meanings in the sentence by writing a list of simple sentences below it that express the meanings of the sentence.
4. Focus on form: Show students important features of the sentence (e.g., how conjunctions are used to connect two ideas in a complex sentence, how propositional phrases are used to add details, vocabulary).
5. Guided practice: Guide the students to help you with steps 3 and 4.
6. Keep it simple: Focus on one or two things and use some everyday language examples, as well as examples from the complex texts.

(Adapted from Christie (2005); Derewianka (2012); Wong Fillmore 2012)

In today's lesson, Mrs. Fabian will introduce the "sentence unpacking" technique in order to model how to read/listen to their texts more closely. The learning targets and cluster of CA ELD Standards Mrs. Fabian focuses on are the following:

Learning Target: The students will discuss how to join two ideas to show when things are happening.

CA ELD Standards (Expanding): *ELD.PI.1 – Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions; ELD.PI.7 – Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support; ELD.PII.6 – Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked.), in shared language activities guided by the teacher and with increasing independence.*

Lesson Excerpts:

During designated ELD time, Mrs. Fabian tells her students that in the science books she reads to them, there is often a lot of information packed tightly into the sentences, so she is going to show them some ways to "unpack" the sentences so they can understand the meaning better. She shows her students a tightly packed suitcase.

Mrs. Fabian: Sometimes, it is hard to see what all the things are inside the suitcase when it is all packed in tightly like that. (Pulling out some of the things that are packed inside - a shirt, a pair of pants, some books and shoes. When we *unpack* the suitcase, we can see all the different things that are in there. Some sentences are similar to the suitcase. Sometimes it is hard to see all the different things that are inside of a sentence, but when we *unpack* it, we can see the different meanings in it.

Mrs. Fabian reads a passage from one of the informational texts about bees that she has previously read and discussed with the whole class. She follows the procedure her team has decided to use in order to show the students how to "unpack" densely packed sentences for their meanings.

Mrs. Fabian: Children, today we're going to be looking closely at a couple sentences we've seen in the books we've been reading about bees. Here's the first sentence.

She shows the children a sentence from the book *The Honeymakers* by Gail Gibbons, which is written on a sentence strip and placed in the pocket chart.

"As the forager bee collects nectar, she carries pollen from flower to flower" (Gibbons, p. 15)

Mrs. Fabian: I'm going to model for you how I unpack sentences that have a lot of information in them. (Points the sentence and reads it slowly.) Hmm. It seems like this sentence is mostly about a bee because the bee is doing some different things.

As Mrs. Fabian models unpacking the sentence through thinking aloud, she pulls shorter sentence strips from behind the original sentence and places them in the rows below, thereby visually "unpacking" the meaning of the sentence in front of the students. She reads each sentence as she places it in the pocket chart.

There's a forager bee.

The bee collects nectar.

The bee has pollen on its legs.

The bee carries the pollen to many flowers.

Mrs. Fabian: That's how I unpack all the ideas in the sentence, but really there are two big ideas. The first is that the bee is collecting nectar, and the second is that the bee is carrying pollen to the flowers. But these ideas are connected in a special way. There's a really important word in the sentence that's connecting the ideas. The word "as" at the beginning of the sentence tells me that the two ideas are happening at the same time.

Mrs. Fabian pulls out another sentence strip and places it under the sentences.

As = At the same time

She has the children read with her chorally the original sentence, the unpacked sentences, and the sentence with the word *as* on it. She models unpacking another sentence and follows the procedure of thinking aloud as she pulls the shorter sentences from the pocket chart.

While a worker bee crawls around an apple blossom, the bee is dusted with pollen.

There's a worker bee.

There's an apple blossom.

The bee crawls around an apple blossom.

There's pollen.

The bee gets pollen on its body.

The pollen is like dust.

Mrs. Fabian: Hmm. Here, it says that the bee is getting pollen on it and that it's like dust, but it doesn't tell us how the dust is getting on the bee. I think it must be on the flower, and when the bee's body rubs against the flower, it gets pollen on it because the pollen on it. The pollen is like dust (shows a picture of dust). Sometimes that's hard to figure out all the meanings in a sentence, but if you unpack the sentence, it's easier to understand the meanings in it. Let's read the original sentence and the unpacked sentences together.

Children: (Reading the sentences chorally.)

Mrs. Fabian: Did anyone notice that there's another special word at the beginning of the sentence that tells us *when* something is happening?

Carla: While?

Mrs. Fabian: Yes, the word "while" is like the word "as." It tells us that two or more things are happening at the same time. The words "while" and "as" are important for showing how the two ideas are connected.

Mrs. Fabian pulls out another sentence strip and places it below the others.

While = At the same time

Mrs. Fabian: Let's read the original sentence together again, and then see if you and your partner can tell me what two things are happening at the same time.

Mrs. Fabian guides her students in unpacking other sentences from the texts they're using in integrated ELA and science. Each sentence is a complex sentence containing the subordinate conjunctions "as" or "while." She writes each sentence on the chart paper, reads them with the students, and guides them to tell her what is happening in the sentence so that she can write the unpacked, or simpler sentences, the students tell her on the chart paper. During this process, there is a lot of discussion about the meaning of the original sentence, and she explicitly draws their attention to the way the two ideas are connected using the words "as" and "while."

Mrs. Fabian: When you connect your ideas using the words "while" and "as," it doesn't matter which idea you put first. For example, I can say, "While you watched me, I wrote a sentence." Or, I can say, "I wrote a sentence while you watched me." I can say, "While I washed the dishes, I sang a song." Or, I can say, "I sang a song, while I washed the dishes." We're going to play a little game connecting ideas.

She hands the children sets of pictures where two things are happening simultaneously (e.g., children are playing on a playground while their parents watch them, a bee sucking nectar from a flower while it collects pollen on its legs), and she writes the words "while" and "as" at the top of a piece of chart paper. She asks the students work in pairs and form sentences with two ideas connected with the word "while" or "as," and she listens to them as they combine their ideas so that she can correct any misunderstandings right away. After the children have constructed multiple sentences in partners, she asks them to tell her some of them, and she writes them on the "while" and "as" chart.

Mrs. Fabian: Who can tell me why we might want to use the words “while” or “as?”

Thao: They help us put two ideas together.

Mrs. Fabian: Yes, they do. Can you say more?

Thao: (Thinking.) They make the two ideas happen at the same time?

Mrs. Fabian: Yes, that’s right. The words “while” and “as” let us know that two ideas are happening at the same time. Today we unpacked sentences to find out what all the meanings are, and we looked especially closely at how the words “while” and “as” are used to connect ideas. From now on, I want you to be good language detectives. A good language detective is always thinking about how to unpack sentences to understand the meaning better. And a good language detective is someone who is always thinking about how words are used to make meaning. Who thinks they can be a good language detective?

Children: (Chorally). Me!

Teacher Reflection and Next Steps:

During the rest of the day, Mrs. Fabian observes her EL children to see if they are using the new language resources she’s teaching them in their speaking and writing. During designated ELD time for the rest of the science unit, Mrs. Fabian occasionally and at strategic times works with her students to unpack sentences in other science texts she is using, focusing on other aspects of the sentences that make them dense (e.g., long noun phrases, prepositional phrases). She uses a rubric based on the CA ELD Standards to see how individual students are progressing with their use of particular language resources (e.g., vocabulary, grammatical structures, text organization). She encourages them to use the new language by prompting them with questions like, *How can you combine those two ideas to show they’re happening at the same time?* The children do not always produce perfect sentences, and Mrs. Fabian chooses her corrective feedback carefully since she knows that the children are experimenting with language, practicing the grammatical structures that they will continue to learn as the unit progresses.

Sources: Lesson adapted from Christie, 2005; Derewianka and Jones; 2012; and Schleppegrell 2009.

Resources

Web sites:

- The Council of the Great City Schools provides a Classroom Example of Teaching Complex Text: Butterfly (**http://vimeo.com/47315992**).

Recommended reading:

Read this article at the Reading Rockets website to see a framework for students’ information report writing development in the elementary grades:

Donovan, Carol A., and Laura B. Smolkin. 2011. “Supporting Informational Writing in the Elementary Grades.” *The Reading Teacher* 64: 406–416. (http://www.readingrockets.org/article/52246).

Chapter 4

Grade Two – Pages 74–78

Vignette 4.1 ELA Instruction in Grade Two:

Close Reading of Narrative Texts

Background: Each month, Mrs. Hernandez's class of thirty-five second graders conducts an author study. Mrs. Hernandez selects the authors based on the rich language used in their books and the many opportunities the literary texts provide for students to make inferences and engage in extended discussions about their ideas. The engaging plots of the texts ensure that the children are excited about reading the books multiple times. This month, the children are enjoying the books of author Kevin Henkes. Mrs. Hernandez's class is comprised of twenty-five children who are native English speakers or bilingual children who are proficient in English and ten children who are ELs. Two are at the Emerging level of English language proficiency, six are at the Expanding level, and two are at the Bridging level.

Lesson Context: Mrs. Hernandez reads aloud some of the Kevin Henkes books to the whole class, and students read others in small reading groups while their classmates work in partners or small groups at literacy stations (e.g., the listening station, the writing station, the partner reading station). During her read alouds, she sometimes "code switches" between English in Spanish to provide scaffolding for her two Spanish-speaking ELs who are at the Emerging level of English language proficiency and are fairly new to English (newcomer ELs). She sometimes previews the stories for them in Spanish or asks a parent who is fluent in Spanish to do so.

Today, Mrs. Hernandez is working with a small reading group of six children (two are ELs at the Bridging level, two are bilingual students who are not ELs, and two are native speakers of English only), and they are reading the book, *Lilly's Purple Plastic Purse*. Her focus for instruction is to support her students to read the text closely by thinking about and discussing text-dependent questions. Yesterday, the group read the book for the first time, and Mrs. Hernandez asked text-dependent questions focused on literal comprehension. Today, she will stop at strategic points in the text and guide the children to discuss text-dependent questions focused on inferential comprehension of the text. The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will answer "on-the-surface" and "below-the-surface" text dependent questions while reading a text closely.

Primary CA CCSS for ELA/Literacy Addressed:
RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; RL.2.3 - Describe how characters in a story respond to major events and challenges; W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; SL.2.1 - Participate in collaborative conversations with diverse partners …

Primary CA ELD Standards Addressed (Bridging):
ELD.PI.1 - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback; ELD.PI.3 - Offer opinions and negotiate with others in conversations …; ELD.PI.6 - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts … with light support; ELD.PI.11 - Support opinions or persuade others by providing good reasons and detailed textual evidence …

Lesson Excerpts: Mrs. Hernandez signals for her class to proceed to their literacy stations, and within moments, her reading group is seated at the teaching table with their materials. She points to the "On-the-Surface" question card in front of her and has the children chorally read with her what is written on it. She reminds the children that they used the questions as they read the story the previous day, and she also reminds them that good readers are constantly asking themselves questions about what they're reading.

On-the-Surface Question Card
What is this part mostly about?
What is happening?
Who is involved in what's happening?
When and where is it happening?

Mrs. Hernandez: Yesterday, we learned a lot about Lilly, didn't we? Can anyone tell me what we know about Lilly and about this book so far?

Jamal: It's about Lilly. She's a mouse. At the beginning, she really likes her teacher, but then she was being really annoying, and he took her purse, so she was mad. (Pauses.)

Ana: I have something to add on to you. Then Mr. Slinger gave her back her purse, and she liked him again.

Mrs. Hernandez: Okay, that was a nice review of what we discussed yesterday, and great use of the word *annoying*, Jamal. Today, we're going to go below the surface to read the story even more closely.

Mrs. Hernandez places the "below-the-surface" card on the table and asks the students to read what's written on it with her. She explains that they'll be using this card to ask themselves questions as they read today.

Below-the-Surface Question Card

How does the author let us know ____?
Why does ___ happen? How do we know?
What if _____? How do we know?
Would ____? How do we know?

Mrs. Hernandez: Often, the author will not come right out and tell you what is happening or what a character is thinking or feeling, so you have to go "below the surface" to get to the deeper meanings. These questions will help us to do that.

Mrs. Hernandez asks her students to re-read the text with her. At strategic points, she stops and poses a few text-dependent questions, which she has prepared in advance using the language frames on the card. She has the children discuss the questions, locating evidence in the book to support their ideas. She has modeled using textual evidence to answer questions numerous times during teacher read alouds and has engaged the students in discussions about these types of questions, but this is a relatively new task for students to do with the texts they're reading themselves. Discussing the "below-the-surface" questions is challenging for the children at first, and Mrs. Hernandez guides them in articulating their thoughts and finding the textual evidence to support their ideas.

Mrs. Hernandez: Why do you think Mr. Slinger wasn't angry at Lilly for drawing and writing mean things about him?

Steven: I think he wasn't angry because he's nice. And he's a teacher, so he has to be nice.

Elodie: I have something to add on to what you said. I think he wasn't angry because he saw that Lilly was really, really sorry.

Mrs. Hernandez: What do you think, Charles?

Charles: I agree with Steven that Mr. Slinger is a nice teacher, but I also agree with Elodie. I think he wasn't angry because he saw Lilly was sorry. She did all those things.

Mrs. Hernandez: Hmm. Can you say more about what "all those things are?"

Charles: (Shrugs).

Mrs. Hernandez: Let's go into the book to see if we can find some textual evidence to support your idea. (Pauses and waits so the children have an opportunity to find evidence on their own.)

Jamal: I think he saw she was really sorry because it says she wrote a letter and drew a picture. The story says that Lilly is really sorry and everyone forgave her. And in the picture, it says he's kind, good, and nice.

Sara: I have something to add on to you. Lilly's father baked some no-frills cheese balls, and her mother wrote a note. And then on this page, he tastes the cheese balls and reads the note. And then he says "wow."

Eva: Yeah, that's a good idea, Sara. I think Lilly was proving she was really, really sorry, and he had to forgive her.

Mrs. Hernandez: What do you think he meant when he said "wow."

Eva: I think he meant "I forgive you."

Jamal: I think he meant he wasn't angry at her anymore.

Mrs. Hernandez: Okay, so it sounds like you found evidence that Mr. Slinger wasn't angry with Lilly anymore just because he was a nice teacher. It looks like the evidence shows that he forgave her because she did all those things you discussed to deserve forgiveness. Do you think he could see that she was really sorry?

Children: (In unison.) Yes!

At the end of the lesson, Mrs. Hernandez sends the group to the writing station to complete a writing task in partners. Their task is to choose one of the text-dependent questions they discussed during reading group, discuss it again, and then use a template for writing their opinion with the supporting textual evidence. Mrs. Hernandez has guided the class to do this before with whole class read alouds, but this will be the first time the children will be doing it on their own.

Before placing their opinion pieces in their writing folders to review the next time they meet with Mrs. Hernandez for small reading group, they must first share what they wrote with two other students and get feedback on whether their statements make sense and whether the textual evidence was strong enough to support their idea. The students can also provide ideas to one another on word choice and help one another find textual evidence to support their opinions. Mrs. Hernandez walks around the room, observing students while they engage in peer discussions. Mrs. Hernandez has taught her students to cross out words or sentences and then rewrite them on the same piece of paper rather

than erasing what they wrote. This gives her an idea about how they went about revising their opinion pieces. At the end of the lesson, students write in their reflection journals how well they think they followed pre-established norms for providing peer feedback, and how helpful the peer feedback was for improving their responses.

Teacher Reflection and Next Steps

The next time this reading group meets with Mrs. Hernandez, she'll guide them to think more deeply about the meanings the author is trying to convey in the text. She'll use a "Deeper Dive" question card to guide them with text-dependent questions.

Deeper Dive Question Card
What does the author want us to *understand about* _____?
How does the author use special words to show us _____?
How does the author play with *language* to add to meaning?

When Mrs. Hernandez meets with her second grade teaching team, she shares how using the question cards in her reading groups went. Even though the "Below-the-Surface" text-dependent questions were challenging for her students, she could see that they were engaged in talking about the texts and finding evidence to support their ideas. She also shares that she's noticed that recently, during collaborative conversations about the texts she reads aloud, her students have been attending much more to what it says in the text rather than relying solely on background knowledge or guessing. She concludes that it is the attention she gives to text-dependent questions in both small reading groups and whole group teacher read alouds that is contributing to her students' development of these skills.

Resources

Web Sites:

- Achieve the Core has resources for creating text-dependent questions (http://achievethecore.org/page/710/text-dependent-question-resources), as well as sample lessons (http://achievethecore.org/).

Recommended Reading:

Boyles, Nancy. 2012/13. "Closing in on Close Reading." *Educational Leadership* 70 (4): 36-41. http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx

Grade Two – Pages 78–82

Vignette 4.2 Designated ELD Instruction in Grade Two:

Discussing "Doing" Verbs in Stories

Background:

Mrs. Hernandez's class is conducting an author study on Kevin Henkes (see Vignette 4.1 above). Mrs. Hernandez has observed that her ELs at the Expanding level of English language proficiency are finding the inferential text-dependent questions she poses during teacher read alouds and in small reading groups challenging, especially when the language the author uses is somewhat nuanced. She wants to find ways of supporting them to understand the inferential text dependent questions she asks them and to effectively convey their understandings of the questions in English, so she plans to explicitly address the language in the texts that she thinks may be making it challenging for her students to make inferences and respond to the text dependent questions.

Lesson Context:

Mrs. Hernandez meets with her second grade teacher colleagues to discuss her observations, and the other teachers share that some of their students are experiencing the same types of challenges. As the team examines the types of questions students are having difficulty with and the language in the texts that students need to interpret in order to answer the questions, they discover that some of the questions have to do with how the author shows how a character feels or what the character is thinking. Sometimes authors do not explicitly write how a character is feeling or what they are thinking. Instead, they show emotions and thoughts through behavior and dialogue.

When they look in the storybooks for examples of this use of language, they discover that there are quite a few instances. For example, in the Kevin Henkes book, *Chrysanthemum*, instead of writing "She's sad," Henkes writes that the main character "wilts" when her classmates tease her about her name. Instead of writing "She's nervous," he writes that she drags her feet in the dirt. The teachers also notice that "sad" and "nervous" are adjectives, whereas "wilts" and "drags" are verbs. They decide that this is an important language feature to point out to their EL students, as the children may not notice this on their own. Using resources from recent professional learning sessions provided by their district, Mrs. Hernandez and her colleagues plan a series of designated ELD lessons that delve deeper into how authors use different types of verbs to show how a character is feeling. The learning target and cluster of CA ELD Standards for today's lesson, where Mrs. Hernandez will work with a group of EL children at the Expanding level of English language proficiency, are the following:

Learning Target: The students will describe how authors use verbs instead of adjectives to show how a character is thinking or what they are feeling.

Primary CA ELD Standards Addressed (Expanding):
ELD.PI.2.1 - Contribute to class, group, and partner discussions … ; ELD.PI.2.6 - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support; ELD.PII.2.3 - Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.

Lesson Excerpt: During designated ELD, Mrs. Hernandez explains to her students that they're going to be looking carefully at one way that Kevin Henkes makes his writing so interesting. She tells them that they'll be looking at how Henkes uses "doing" verbs to show how his characters are feeling or what they're thinking. She opens the book *Chrysanthemum* to the page just after the complication stage of the story began.

Mrs. Hernandez: Children, remember when we read the story *Chrysanthemum*, and how the children teased the main character because of her name? Here it says, "Chrysanthemum wilted." How does Kevin Henkes show how Chrysanthemum is feeling at this point in the story?

Noé: She's sad because they're teasing her.

Mrs. Hernandez: Yes, she is sad. But Kevin Henkes doesn't just say, "she's sad," does he? He uses the word "wilted," and he uses this word for a reason. Usually, we use the word "wilt" when a flower is dying and folding over like this (acts out the word). Let's say "we're wilting" together and pretend we're flowers wilting. Ready?

Children: (Chorally, while acting out the word) We're wilting.

Ibrahim: That's how Chrysanthemum felt. She felt like the flower when it's wilting. It feels sad.

Noé: (Excited). And Chrysanthemum is a flower, too!

Mrs. Hernandez: That's right. So, what you're saying, is that Kevin Henkes didn't just tell us "she's sad." Instead, he showed us how she was feeling, and he used a doing verb, *wilt*, to show us. We're going to take a look at some other places where Kevin Henkes uses doing verbs—instead of using adjectives, like *sad* or *happy*—to show how characters are feeling or what they're thinking.

Mrs. Hernandez shows the children a chart she's made. On one side of the chart, there's a place to record what it says in the Kevin Henkes books, and on the other side, there's a place for the children to decide what the text means using "being/having" (also called "relating") or "thinking/feeling" (also called "sensing") verbs. She explains that examples of being/having verbs that relate one piece of information to another are sentences such as "I *am* a teacher" or "I *have* a pencil." Examples of thinking/feeling verbs are "She *thought* it was recess time" or "She *felt* happy." She doesn't dwell too much on the terms as she'll be building the children's knowledge of them over the next few weeks.

Mrs. Hernandez continues to model finding instances in *Chrysanthemum* where the author uses "doing" verbs to show how the characters felt or what they thought. First, she reads the sentence and has the children turn to a partner to discuss what the sentences mean. She then asks a few students to share the ideas they discussed with the whole group, and she writes them on the chart (provided below). As she writes the sentences, she uses a different color for the verbs in each column.

Using Verbs to "Show" & "Tell"		
Story	What it says in the story Showing with "doing" verbs	What it means Telling with "being/having" & "thinking/feeling" verbs)
Chrysanthemum	Everyone *giggled* upon hearing Chrysanthemum's name.	They *thought* her name was funny.
	Chrysanthemum *wilted*.	She *was* very sad.
	Chrysanthemum *walked* to school as slowly as she could.	She *was* nervous about going to school.
	She *loaded* her pockets with her most prized possessions and her good luck charms.	She *didn't feel* safe.

Mrs. Hernandez: What do you notice about the verbs the author is using, the ones in the left hand column (pointing)?

Noé: The author is showing the characters are doing something. They're not feeling or thinking about it. Over there, it says, "she was sad," and that's describing her, how she feels.

Ana: I want to add on to what Noé said. He – Kevin Henkes – he didn't say she was sad, but he did say it. He said it with showing us what she did, how she acted.

Mrs. Hernandez: Yes, showing us what characters are doing is one way that authors tell us about what the characters are thinking or feeling. It makes their writing more interesting. It's okay to say things like, "she's sad," or "she's nervous," but it makes it more interesting for the reader when the author shows us what the characters are doing instead of just telling us. So, an example of showing us is when Chrysanthemum wilts or drags her feet in the dirt, and an example of telling us would be to write that she's sad or nervous. When authors show us, we have to really think about what's going on. We have to do the thinking work.

Clara: But when it says "Chrysanthemum *walked* to school as slowly as she could," the verb doesn't just do it.

Mrs. Hernandez: What do you mean? Can you say a little more about that?
Clara: You have to look at the rest, not just the verb. You have to look at where it says, "as slowly as she could." She was walking, but not fast. She was walking slowly because she didn't want to go to school. Because she was so nervous.

Mrs. Hernandez: Great observation Clara. Yes, you have to look at the verb, but you also have to look at what's around the verb, how the "doing" verb was being done, or how the action was happening. Chrysanthemum was walking in a certain way: not quickly, not at a normal pace, but *slowly*. Where it says she was walking slowly, that tells us more about the verb or, in this case, the action she was taking. Over the next couple of weeks, we're going to be talking a lot about different types of verbs and about the words in sentences that give more information about the verbs. Today, we're going to start writing down some of the different types we find.

Mrs. Hernandez shows the children another chart, one with four columns. She writes the verbs that are in each of the sentences in the left hand column. The chart Mrs. Hernandez starts is provided below.

Verb Chart: Different types of verbs in Kevin Henkes books			
doing	thinking/feeling	being/having	saying
giggled wilted walked (slowly) loaded	thought didn't feel	was	sighed

Mrs. Hernandez explains that there are still a lot of "thinking/feeling" and "being/having" verbs in a story, and there are many "saying" verbs because there is a lot of dialogue in stories, but that today, they are mostly focusing on the "doing" verbs that show how a character is feeling or what they're thinking. She tells them that they may also find examples of "saying" verbs that do this. For example, an author may write "She sighed," to show that a character is disappointed or sad, and he writes this on the chart as an example.

Mrs. Hernandez tells the children that their next task is to be "language detectives." She has the students work in groups of three to find other examples in Kevin Henkes books where the author

shows how a character is feeling or what they are thinking through "doing" or "saying" verbs. She gives the triads copies of several Kevin Henkes books, along with graphic organizers like the one she used to model the task with examples from each book in the left hand column and a space for the students to write their "translations" in the right hand column.

She tells the students that their task is to find a sentence in the text that they think uses doing verbs to show how a character feels or what they think, determine what the sentence means, agree on what they will write, write it in their graphic organizer, and then discuss why the author used the doing verb instead of using a being/having or thinking/feeling verb with an adjective. As the students engage in the task, she observes their discussions and provides "just-in-time" scaffolding when needed. Once the time for the task is up, she calls the students back to the rug to discuss their findings. She also asks the students to tell her where to place the verbs in the "verb chart," which she will post in the room, along with the "using verbs to show and tell chart," so that the children have models for their own story writing.

Teacher Reflection and Next Steps

At their next collaborative planning meeting, Mrs. Hernandez meets with her second grade teacher colleagues to discuss how the lessons went. She shares that although the task was challenging at first, her students were excited about being "language detectives," and the groups had lively discussions about the language they discovered in their investigations. In addition, Mrs. Hernandez was pleasantly surprised by how easy it was for the students to discuss in meaningful ways how different types of verbs are used in stories.

Source and Recommended Reading:

Schleppegrell, Mary J. 2010. "Supporting a 'Reading to Write' Pedagogy with Functional Grammar." In Caroline Coffin (Ed.). *Language Support in EAL Contexts. Why Systemic Functional Linguistics*? (Special Issue of *NALDIC Quarterly*), 26-31. NALDIC, Reading, UK. http://oro.open.ac.uk/25026/1/

Grade Three – Pages 118–121

Vignette 4.3 Integrated ELA and Science Instruction in Grade Three: Collaborative Summarizing with Informational Texts

Background: In science, Mr. Franklin has been teaching his third graders about plants and interdependent relationships in ecosystems. He's been reading aloud and teaching his students to independently read complex literary and informational texts on the topic in both science and ELA. His class of thirty-three students, located in an urban neighborhood with families from upper middle class and working class families is quite diverse linguistically, culturally, and ethnically. Fifteen of his students are ELs with several different home languages. Most of Mr. Franklin's EL students have been at the school since kindergarten and most are at an early Bridging level of English language proficiency in most areas. A few of his ELs are at the expanding level of English language proficiency. Five of Mr. Franklin's students have been identified as having mild learning disabilities. Because of the diversity of needs in his classroom, Mr. Franklin looks for teaching approaches that will meet many of the learning needs of most of his students.

Lesson Context: Mr. Franklin and his third grade teaching team meet weekly to plan lessons, discuss student work and assessment results, and read articles to refine their practice. Lately, Mr. Franklin and his colleagues have noticed that when their students approach complex informational texts, many of them give up as soon as the language in the texts starts to become challenging. The teachers work together to plan a series of lessons focusing intensively on teaching their students how to read complex informational texts more closely. Using the resources in their staff professional library, they decide to teach their students a comprehension strategy called "collaborative summarizing." They plan a series of lessons to teach the process of the strategy incrementally over the next week and, if the strategy seems useful, they plan to incorporate it into their instruction two to three times per week, as recommended in the resources they find. They agree to check back with one another the following week to compare their observation notes on how their students responded to the instruction. Based on his collaborative planning with his colleagues, the learning target and clusters of CA CCSS for ELA/Literacy and CA ELD Standards for Mr. Franklin's lesson the next day are the following:

Learning Target: The students will collaboratively summarize the main idea of sections of an informational text about plants, using precise words and details.

Primary CA CCSS for ELA/Literacy Addressed:
RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea; SL.3.1 - Engage effectively in a range of collaborative discussions …

Primary CA ELD Standards Addressed (Expanding level shown):
ELD.PI.3.1 - Contribute to class, group, and partner discussions … ; ELD.PI.3.6 - Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail … with moderate support; ELD.PI.10b - Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers; ELD.PII.3.7 - Condense clauses in a growing number of ways … to create precise and detailed sentences.

Lesson Excerpt: During ELA instruction the following day, Mr. Franklin introduces collaborative summarizing and explains to his students how to use the approach. He tells them he knows that sometimes the informational texts they read can feel challenging, but that this strategy will give them a way of tackling the texts so that they understand them better.

> Mr. Franklin: When I'm reading a tough informational text, every once in awhile I have to stop and *summarize* what I just read to make sure I'm understanding the text. When you *summarize* what you've been reading, you put it into your own words. You say what the section is mostly about, and not all the little details. *Summarizing* helps you figure out the main idea of what you just read.

This is a really powerful comprehension strategy that you can use when you're reading on your own, and I'm not there to help you. Today, we're going to practice using this strategy. You like reading with a partner right? Well, today, you're going to get to read a short part of a text on *plants* with a partner, and you're going to work together to practice *summarizing. You're going to collaboratively summarize* the text.

Mr. Franklin shows the students a chart with the steps of the strategy and explains them:

Collaborative Summarizing Process
Step 1: Find "who" or "what" is most important in the section. Step 2: Find out what the "who" or "what" are doing. Step 3: Use the most important words to summarize the section in 15 words or fewer. (It can be more than one sentence.)

Using a document reader to project the text for the students, Mr. Franklin first models, by thinking aloud, how to apply the strategy with the first short section (two paragraphs) of a text on plants, one that the class has already read. He reads the paragraphs once as the students read chorally with him. Then, he goes back into the paragraph and models how to do step one. He circles the words that tell "who" or "what" is most important in the paragraphs, talking through the process as he does so that students know what he is thinking. He then models step two. Once he has many words circled, he models how to decide which words are the most important by thinking aloud about the meaning of the passage. Then, he puts the words together to create a concise summary of the passage. He writes out multiple versions of the short sentence, crossing out words here and adding other words there, thinking aloud all the while, until he settles on a sentence he's satisfied with. Then, he rereads the paragraph to make sure his fifteen-word statement is an accurate summary of the passage.

After he models once, he repeats the process with the next passage, and this time, he invites the students to tell him which words to circle. Once he's guided the students through steps one and two and feels confident that the students understand the task, he asks the students to work in partners to create a collaborative summary, using the words they've chosen to circle. He walks around the room to observe students and gauge how they are taking up the strategy as they negotiate with one another and create their summaries. The passage the students summarize together is provided below.

What is Photosynthesis?

Since they stay in one place and can't move around to find food, plants don't eat the same way that animals do. Photosynthesis is how plants eat. They use this process to make their own food, and they can make their food anywhere as long as they have three things. The three things are carbon dioxide, water, and light. Carbon dioxide is a chemical that is in the air. It's normal that carbon dioxide is in the air. Every time you breathe in, you breathe in a bunch of chemicals from the air, including oxygen and carbon dioxide. Plants breathe, too, and they breathe in the carbon dioxide.

Plants also drink, and they use their roots to suck water up from the soil. They also need light to live. Leaves are made up of a bunch of tiny cells. Inside the cells are tiny little things called chloroplasts. Chloroplasts are what makes leaves green, and they are also what takes the carbon dioxide, the water, and the light, and turns them into sugar and oxygen. The sugar is then used by the plants for food. This whole process is called *photosynthesis*.

Melanie and Rafael are working together to summarize the text. They've circled many words, including *photosynthesis, eat, process*, *carbon dioxide, water, light, chemical, air, breathe, leaves, chloroplasts, sugar, oxygen, plants,* and *food*. Now they must work together to discuss what's most important to include in their summary. Mr. Franklin listens in on their discussion.

Melanie: We could say, "Plants make their own food, and they use carbon dioxide and water and light …"

Rafael: And air, they need air, too. So, we could say, “Plants make their own food, and they need carbon dioxide, water, light, and then they make their food with it, and it’s called photosynthesis.” Wait, that’s too many words.

Melanie: Yeah, and I think … I think the carbon dioxide … Isn’t that a chemical that’s *in* the air? So maybe we don’t need to use the word *air*.

Rafael: (Rereading the text with Melanie). Yeah, you’re right. Okay, so let’s cross out *air*. What about *chloroplasts*? What are those again?

Melanie and Rafael reread the passage multiple times as they collaboratively construct their summary, making sure that the words they’re using are absolutely essential. They discuss how to put the words together - in as few words as possible - so that it conveys the core meanings of the passage. As they discuss and write, they rearrange the order of the words, expand their ideas with adjectives and prepositional phrases, such as *in the leaves*, and condense their ideas by using as few precise words as possible.

Rafael: Okay, so we could say, “Plants make their own food, and they use carbon dioxide, water, and light to do it. The chloroplasts in the leaves turn all that into sugar, and it’s food. It’s photosynthesis.”

Melanie: That’s way too many words. Maybe we can combine some of the ideas. How about, “Plants make their own food with the chloroplasts in their leaves …”

Rafael: In their cells. Here, it says that the chloroplasts are in their cells.

Melanie: Yeah, in their cells. So we could say that, and then say that they use the chloroplasts to make the food, right? They use it to make sugar and oxygen, and the sugar turns into food.

Rafael: Yeah, but I think that’s still going to be too many words. How about … (Looks at the second sentence in the text.) Here! Here is says “Photosynthesis is ...” How about if we start with that?

Melanie: “Photosynthesis is when plants make their own food using carbon dioxide, water, and light.” That’s fourteen words!

Rafael: Do we need “chloroplasts?”

Melanie: I think this is what the passage is mostly about.

Rafael: Me, too.

Mr. Franklin checks the summary statements of each set of partners and provides support to those who need it. Some students are so focused on the “game” part of the task that they forget to go back to the text to verify that their summaries accurately represent the most salient ideas in the passage, so he redirects them to do so. Students who finish are able to move to the next section and repeat the process. Once the allotted time for the task is up, Mr. Franklin asks the partners to share their summaries with another set of partners and compare notes. Then, he asks for volunteers to share their summary statements with the whole class. Mr. Franklin sees that some of his students are still not quite understanding the process, so as the rest of the class works independently (in partners) on the next section, he pulls these students to his teaching table to provide additional modeling and guided practice. This way, he is able to make sure that all students become completely comfortable with the strategy.

Teacher Reflection and Next Steps: Over the next several days, the students practice using “collaborative summarizing” as they read sections of their science informational texts. The following week,

Mr. Franklin will introduce another layer of the strategy, which is for the students to work in heterogeneous groups of four. In order to ensure equitable participation in the task, he'll teach them to assume designated responsibilities, which will be posted in the room on a chart for students to refer to. The students will take turns assuming different responsibilities each time they engage in the task.

Collaborative Summarizing Responsibilities
Facilitator: Guides the group in the process. Makes sure everyone is participating. **Scribe:** Takes the official, most legible notes that anyone can use for reporting out (everyone else must take their own notes, too). **Time-keeper:** Keeps an eye on the time and moves the group along so it doesn't run out of time. **Encourager:** Gives specific praise to group members. Encourages members to assist one another.

The following week during collaborative planning time, Mr. Franklin debriefs with his team. The teachers note how impressed they are with how much the students are discussing the *content* of the passages by focusing on the *language* they'll use to summarize them. Mr. Franklin shares that a few of his students are still not quite understanding the strategy, even after his modeling, guided practice, and small group teacher supported instruction. The teachers decide to model for each of their classes how to engage in the task. They think their students will enjoy watching their teachers pretend to be third graders, and they also feel that this type of "fish bowl" modeling will help reinforce the strategy for all students and provide the appropriate level of additional scaffolding that the students who still find the strategy challenging need.

Sources: Lesson adapted from Klingner, Vaughn, and Schumm (1998); Shanahan et al. (2010)

Resources

Web Sites:

- Readingrockets.org has ideas for Using Collaborative Strategic Reading (http://www.readingrockets.org/article/103).
- CSR Colorado provides resources for using Collaborative Strategic Reading (http://www.csrcolorado.org/en/).

Recommended Reading:

Janette Kettmann Klingner, Sharon Vaughn, and Jeanne Shay Schumm. 1998. "Collaborative Strategic Reading During Social Studies in Heterogeneous Fourth-Grade Classrooms." *The Elementary School Journal* 99 (1): 3-22. http://buddies.org/articles/Collabor.pdf

Grade Three – Pages 122–125

Vignette 4.4 Designated ELD Instruction in Grade Three:

Analyzing Complex Sentences in Science Texts

Background: Mr. Franklin has noticed that some of his EL students at the Expanding level of English language proficiency experience challenges reading the language of the complex informational texts the class is using in integrated ELA and science (see Vignette 4.3). In particular, he's noticed that some of the domain-specific and general academic vocabulary, complex grammatical structures, and certain phrasings of the complex texts seem unfamiliar to students. Mr. Franklin often paraphrases and explains the meaning of the language as he reads complex informational texts aloud to students so that they will understand the content. However, he knows that when his students read independently and with others, they need to gain greater independence with understanding the language in the complex texts, and he also knows that the language they will encounter in texts as they move up through the grades will become even more complex. He'd like for his students to develop strategies for comprehending the complex language they encounter in science informational texts, and he'd also like for them to be able to use a greater variety of vocabulary and grammatical structures in their writing and speaking about science concepts and texts.

Lesson Context

The third grade teaching team plans their upcoming designated ELD lessons together. They begin by analyzing the language in the texts they use for instruction. One text that students will be reading in small reading groups during ELA instruction is *From Seed to Plant*, by Gail Gibbons. As they analyze the text, they find that there are several potentially new domain-specific words (e.g., *pod, pistile, ovule*), which they will teach during science as it corresponds to the unit on plants that all of the third grade teachers are teaching. In addition, the text contains several complex sentences and long sentences that they anticipate their EL students will find challenging. The team notices that there is a pattern in many of the complex sentences. Many of them contain subordinating conjunctions that create a relationship of time between two events (e.g., *Before* a seed can begin to grow, a grain of pollen from the stamen must land on the stigma.). The team discusses the challenge students may face if they miss the meaning these relationships create, and they plan several designated ELD lessons, adjusted to different English language proficiency levels, where they can discuss this way of connecting ideas. The learning target and cluster of CA ELD Standards Mr. Franklin focuses on for the lesson excerpts below are the following:

Learning Target: The students will describe ideas using complex sentences to show relationships of time.

Primary CA ELD Standards Addressed (Expanding level shown):
ELD.PI.3.1 - Contribute to class, group, and partner discussions … ; ELD.PI.3.6 - Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support; ELD.PI.3.6 - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas …

Lesson Excerpt: After the students have read the complex informational text, *From Seed to Plant* once during ELA, Mr. Franklin sets the stage with his designated ELD group of students at the Expanding level of English language proficiency by clearly explaining the purpose of the series of lessons he will teach that week:

> Mr. Franklin: This week, we are going to be looking closely at some of the language in the book we are reading, *From Seed to Plant*. The way that we discuss the language in the book is going to help you understand what the author is trying to tell us. Discussing the language in books also helps you when you are reading and writing on your own.

Mr. Franklin distributes copies of the book to the children and reviews the general meanings in the text, which they discussed earlier that day. He asks them to work in pairs - not to read the text but instead to look at the illustrations and to take turns describing what is happening in them, using what they remember from the morning's read aloud and discussion about the text. He tells them to encourage their partners to provide many details in their descriptions. As the students engage in the task, he listens to them and notes in his observation journal whether they are using domain-specific vocabulary and complex sentences to express time relationships (e.g., *When the fruit is ripe, it starts to break open.*). He notes that a few students are using compound sentences (e.g., The fruit gets ripe, and it breaks open.), and some are using complex sentences. However, most of the children are using only simple sentences (The fruit gets ripe. The fruit breaks.).

After several minutes of observing, Mr. Franklin stops the children and tells them that they're going to be using the text to put together two events in sentences in a way that shows when the events happened. In order to describe what he means by this, he orally models using complex sentences with time-related subordinating conjunctions using conversational language:

- *Before* I go to bed at night, I brush my teeth.
- *When* the bell rings, you all stop playing.
- You listen, *while* I read stories to you.
- *After* you come in from recess, I read you a story.

He explains that, when they observe closely the language they use when they speak and the language used in books, they can find out how the language works to make different meanings, such as showing when things happen. On his document reader, he shows the children the same complex sentences he's just provided orally. He explains that each sentence has two ideas that are happening. Sometimes the events are happening at the same time, and sometimes they are happening "in order" – one event first, and the other second. He underlines the subordinate clauses and highlights with a different color the subordinating conjunctions (*before*, *when*, *while*) while explaining that the words that are highlighted let us know when the two events in the sentence are happening:

Showing When Events Happen	
Sentence	**When the events are happening**
Before I go to bed at night, I brush my teeth. I brush my teeth *before* I go to bed at night,	happens second, happens first happens first, happens second
When the bell rings, you all stop playing.	both happen at the same time
You listen *while* I read stories to you.	both happen at the same time
After you come in from recess, I read you a story. I read you a story, *after* you come in from recess.	happens first, happens second happens second, happens first

Mr. Franklin reads the sentences with the children and discusses what's written on the chart.

Mr. Franklin: What would happen if the words *before* or *after* or *when* were taken away? What if I said, "I go to bed. I brush my teeth."

Mai: We can't know when it happens.

David: It doesn't make sense!

Mr. Franklin: Right, sometimes it doesn't make sense. I can tell you about when things happen if I use the words *after, before, while*, and other words that show time. We're going to play a game to practice using those word to tell when things happen, and then we're going to see how those words are used in the book we're reading, *From Seed to Plant.*

Mr. Franklin reads the sentence frames he's written on the white board, as the children read chorally with him. He asks them to take turns making up two events and to use the sentence frames to show when the events happened. The sentence frames he uses are provided below:

- Before I come to school, I _____.
- After I get home from school, I _____.
- While I'm at school, I _____.

After the children have practiced putting together two familiar ideas using complex sentences and familiar language, he shows them how these same ways of telling when something is happening shows up in *From Seed to Plant*. He uses his document reader to show several sentences from the book. After each sentence, he thinks aloud, rephrasing what the sentences mean (e.g., I think this means…The word 'before' tells me that…). He underlines the subordinate clauses and highlights the subordinating conjunctions in each sentence.

Showing When Events Happen	
Sentence	**When the events are happening**
Before a seed can begin to grow, a grain of pollen from the stamen must land on the stigma…	happens second, happens first
While they visit the flowers for their sweet juice, called nectar, pollen rubs onto their bodies.	both happen at the same time
When the fruit or pod ripens, it breaks open.	happens first, happens second

Mr. Franklin discusses the meanings of the sentences with the students and guides them to articulate what the two events are and how the words *before, while,* and *when* create a relationship of time between the two events. Next, he asks the children to go back through *From Seed to Plant* again, focusing on the illustrations, but this time, he asks them to use the words *when*, *before*, and *while* to explain what is happening to their partner, using the pictures to help them. After, they can check what the text says and compare.

At the end of the lesson, Mr. Franklin asks the students to be listening for when their friends or teachers connect their ideas in different ways. Sometimes the ideas will be two events, but sometimes they will be other ideas. He tells them that they'll be learning about those other ways on another day. Mr. Franklin also encourages his students to use these types of sentences more often in their own speaking and writing.

Teacher Reflection and Next Steps:
When the third grade teachers meet the following week, they share their experiences teaching the designated ELD lessons they'd planned together to the different groups of EL students. Mr. Franklin's colleague, Mrs. Garcia, taught the differentiated lessons to the third grade EL students at the Emerging level of English language proficiency. This is a group of children who have been in the country for a year or less and needed substantial scaffolding to access the complex text.

Mrs. Garcia shares that she modified the designated ELD lessons by starting the week by providing time for the children to discuss the illustrations of the text, as well as other pictures, using simple sentences so that they could become familiar with the new vocabulary and syntax. This preparation appeared to support these children when they began to tackle the complex sentences. Next, she spent some time with the students chorally chanting poems containing the subordinating conjunctions *before, while,* and *after* (e.g., Before I go to bed, I brush my teeth. Before I go to school, I eat my breakfast.). The class then created a big book using compound and complex sentences to describe the illustrations in *From Seed to Plant*.

With this differentiated instruction during designated ELD time, all of the EL students in the third grade classes were able to gain deeper understandings of how writers and speakers can choose to use language in particular ways to create time relationships between events. The teachers agree to continue to develop designated ELD lessons that build their students' understanding of how to create different kinds of relationships between ideas. They also agree that using the books and other texts students are reading in ELA, science, social studies, and other content areas is a useful way of supporting their ELs to both understand the language used in those texts, as well as the content of the texts.

Sources: Lessons based on Gibbons (2002); Christie (2005); Derewianka and Jones (2012)

Resources

Web Sites:

- The Text Project (http://www.textproject.org/) has many resources about how to support students to read complex texts.

Recommended Reading:

See "7 Actions that Teachers Can Take Right Now: Text Complexity" for ideas for supporting students to read complex texts (http://www.textproject.org/professional-development/text-matters/7-actions-that-teachers-can-take-right-now-text-complexity/).

Chapter 5

Grade Four – Pages 80–85

Vignette 5.1 Integrated ELA and Social Studies Instruction in Grade Four: Writing Biographies

Background:

Mrs. Patel's class of thirty-two fourth graders write many different text types during the course of the school year. Currently, they are in the middle of a unit on writing biographies from research. At Mrs. Patel's school, the K-5 teachers have developed a multi-grade scope and sequence for *literary nonfiction writing* by focusing on simple recounts of personal experiences in TK-1, moving into autobiographies in grades 2-3, and then developing students' research and writing skills further in grades 4-5 by focusing on biographies. In the fifth grade, the students write biographies of community members they interview, but fourth graders write biographies on famous Californians who made a positive contribution to society through their efforts to expand Americans' civil rights (e.g., Dolores Huerta, Fred Korematsu, Edmund G. "Pat" Brown, Mary Ellen Pleasant, Cesar Chavez, Ed Roberts, Jackie Robinson, and Harvey Milk).

The school is diverse with multiple cultures and languages represented (in Mrs. Patel's class, twelve different primary languages are represented), and students with disabilities are included in all instruction. The fourth grade teachers intentionally select biographies that reflect this diversity. Among the teachers' main purposes for conducting this biography unit is to discuss with their students various complexities of life in different historical contexts and how the historical figures dealt with these complexities in courageous ways that not only benefited society but were also personally rewarding. Seven of Mrs. Patel's students are ELs at the late Expanding or early Bridging level of English language proficiency, and five students are former ELs and in their first year of reclassification.

Lesson Context:

At this point in the "Biographies" unit, Mrs. Patel's students are researching a California historical figure of their choice. Ultimately, each student will individually write a biography on the person they selected and provide an oral presentation based on what they wrote. They research their person in small research groups where they read books or articles and view multimedia about them; discuss the findings they've recorded in their notes; and work together to draft, edit, and revise their biographies and oral presentations. Texts are provided in both English and in the primary languages of students (when available) because Mrs. Patel knows that the knowledge students gain from reading in their primary language can be transferred to English and that their biliteracy is strengthened when they are encouraged to read in both languages.

Before she began the unit, Mrs. Patel asked her students to read a short biography and then write a biography of the person they read about. This "cold write" gave her a sense of her students' understanding of the text type and helped focus her instruction on areas that the students needed to develop. She discovered that while the students had some good writing skills, they did not have a good sense of how to structure a biography or what type of information or language to include in them. Instead, most students' writing was grouped into a short paragraph and included mostly what they liked about the person, along with a few loosely strung together events and facts.

Over the course of the unit, Mrs. Patel reads aloud several biographies on different historical figures in order to provide modeling for how good biographies are written. She provides a supportive bridge between learning about historical figures and writing biographies independently by explicitly teaching her students how to write biographies. She focuses on the purpose of biographies of famous people, which is to tell about the important events and accomplishments in a person's life and reveal why the person is significant. She also focuses on how writers make choices about vocabulary, grammatical structures, and text organization and structure to express their ideas effectively.

Mrs. Patel deconstructs biographies with her students so that the class can examine their structure and organization, discuss grammatical structures that are used to create relationships between

or expand ideas, and draw attention to vocabulary that precisely conveys ideas about the person and events. All of this attention to the "mentor texts" she reads aloud to the class or that students read in small reading groups provides modeling for writing that students may want to incorporate into their own biographies. This week, Mrs. Patel is reading aloud and guiding her students to read several short biographies on Dr. Martin Luther King, Jr. Yesterday, the class analyzed, or deconstructed, one of these biographies, and as they did, Mrs. Patel modeled how to record notes from the biography using a structured template, which is provided below.

Biography Deconstruction Template ***Text Title:***	
Stages and Important Information	*Vocabulary*
Orientation (tells where and when the person lived) • Where and when the person was born • What things were like before the person's accomplishments	
Sequence of Events (tells what happened in the person's life in order) • Early life, growing up (family, school, hobbies, accomplishments) • Later life (family, jobs, accomplishments) • How they died or where they are now	
Evaluation (tells why this person was significant) • Why people remember the person • The impact this person had on California and the US • How they improved the rights and privileges of Americans through their actions • How their actions exemplified the principles outlined in the American Declaration of Independence • Meaningful quote by this person that shows his or her character	

Lesson Excerpts:

In today's lesson, Mrs. Patel is guiding her students to jointly construct a short biography on Dr. King using the notes the class generated in the Biography Deconstruction Template template (which the class completed the previous day), their knowledge from reading or listening to texts and viewing short videos on Dr. King, and any other relevant background knowledge they bring to the task from previous experiences inside and outside of school. The learning target and clusters of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will collaboratively write a short biography to describe the life accomplishments, and significance of Dr. Martin Luther King Jr., using precise vocabulary, powerful sentences, and appropriate text organization.
CCSS for ELA/Literacy: *W.4.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; W.4.4 – Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; W.4.7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic; RI.4.3 – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*
CA ELD Standards (Expanding): *ELD.PI.4.1 – Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant*

questions, affirming others, and adding relevant information; ELD.PI.4.10a – Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) … ; ELD.PI.4.12a – Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing; ELD.PII.6 – Combine clauses in an increasing variety of ways to make connections between and join ideas in sentences …

The joint, or collaborative, construction of the short biography on Dr. King provides Mrs. Patel's students with an opportunity to apply the content knowledge and language skills they're learning in the biography unit in a scaffolded way. Mrs. Patel's role is to guide her students thinking and stretch their language use as she encourages them to tell her what to write or revise in the short biography. She uses the document reader so that all students can see the text as it develops. At strategic points throughout the discussion, she poses the following types of questions:

- What information should we include in the first stage to *orient* the reader?
- Which events should we write first? What goes next?
- How can we show when this event happened?
- Is there a way we can expand this idea to add more detail about when or where or how the event happened?
- Is there a way we can combine these two ideas to show that one event caused the other event to happen?
- Would that information go in the orientation, events, or evaluation stage?
- What word did we learn yesterday that would make this idea more precise?
- How can we write that he was a hero without using the word "hero?" What words could we use to show what we think of Dr. King?

For example, after writing the "orientation" stage together, and when the class is in the *sequence of events* stage, Mrs. Patel asks the students to refer to the notes they generated. She asks them to briefly share with a partner some of Dr. King's accomplishments and then to discuss just one of them in depth, including why they think it is an accomplishment. She asks them to be ready to share their opinion with the rest of the class using an open sentence frame that contains the word *accomplishment* (i.e., One of Dr. King's accomplishments was ____). She asks the students to elaborate on their opinions by including many reasons and to continue to ask and answer questions of one another until she asks them to stop their conversations. After the students have shared in partners, Emily volunteers to share what she and her partner, Awat, discussed.

> Emily: One of Dr. King's accomplishments was that he went to jail in (looks at the notes template) Birmingham, Alabama.
>
> Mrs. Patel: Okay, can you say more about why you and your partner think that was one of Dr. King's accomplishments?
>
> Emily: Well, he went to jail, but he didn't hurt anyone. He was nonviolent.
>
> Awat: And, he was nonviolent on purpose. He wanted people to pay attention to what was happening, to the racism that was happening there, but he didn't want to use violence to show them that. He wanted peace. But he still wanted things to change.
>
> Mrs. Patel: So, how can we put these great ideas together in writing? Let's start with what you said, "One of Dr. King's accomplishments was ___." (Writes this on the document reader.)
>
> Awat: I think we can say, "One of Dr. King's accomplishments was that he was nonviolent and he went to jail to show people the racism needed to change."
>
> Matthew: We could say, "One of Dr. King's accomplishments was that he was nonviolent, and he wanted people to see the racism in Birmingham, so he went to jail. He was protesting, so they arrested him."

Mrs. Patel: I like all of these ideas, and you're using so many important words to add precision and connect the ideas. I think we're getting close. There's a word that I think might fit really well here, and it's a word we wrote on our chart yesterday. It's the word "force." It sounds like you're saying that Dr. King wanted to *force* people to do something, or at least to think something.

Emily: Oh, I know! He wanted to force people to pay attention to the racism that was happening in Birmingham. But he wanted to do it by protesting nonviolently so that the changes that had to happen could be peaceful.

Mrs. Patel continues to stretch her students' thinking and language in this way, and after a lively discussion, much supportive prompting from Mrs. Patel, and much revising and refining of the text, the passage the class generates is the following:

One of Dr. King's accomplishments was going to jail in Birmingham to force people to pay attention to the racial discrimination that was happening there. He was arrested for protesting, and he protested nonviolently on purpose so that changes could happen peacefully. When he was in jail, he wrote a letter telling people they should break laws that are unjust, but he said they should do it peacefully. People saw that he was using his words and not violence, so they decided to help him in the struggle for civil rights.

Mrs. Patel guides her students to complete the short biography together as a class in this way – using important and precise vocabulary and helping them to structure their sentences - until they have a jointly constructed text they are satisfied with. She posts the biography in the classroom so it can serve as a model, or mentor text, for students to refer to as they write their own biographies. By facilitating the shared writing of a short biography in this way, Mrs. Patel has strategically supported her students to develop deeper understandings of important historical events. She has also guided them to use their growing knowledge of language to convey their understandings in ways they may not yet have been able to do on their own.

When they write their biographies, Mrs. Patel notices that some of her students, particularly her ELs at the Expanding level of English language proficiency, make some grammatical and vocabulary approximations (e.g., using some general academic vocabulary incorrectly or writing sentence fragments). She intentionally does not correct every misunderstanding. Instead, she is selective about her feedback as she knows that this is a normal part of second language development as her EL students stretch themselves with new writing tasks where they interact with increasingly complex topics using increasingly complex language. She recognizes that focusing too much on their grammatical or vocabulary approximations will divert their attention from the important knowledge of writing and writing skills she's teaching them, so she is strategic and focuses primarily on the areas of writing she's emphasized in instruction (e.g., purpose, audience, content ideas, text organization and structure, select grammatical structures and vocabulary). In addition, as they edit and revise their drafts in their research groups, she supports the students to refine their own writing and to help one another to do so by using a checklist that prompts them attend to these same areas, as well as conventions (e.g., punctuation, spelling).

Teacher Reflection and Next Steps:

At the end of the unit, when Mrs. Patel meets with her fourth grade colleagues to examine their students' biographies, they use a language analysis framework for writing that focuses on biography writing and which is based on the CA CCSS for ELA/Literacy and the CA ELD Standards (see Chapter 8 for an example). They also compare the pre-writing "cold write" students did with their final writing projects. They find that, over the course of the unit, most students grew in their ability to organize their texts in stages (orientation, sequence of events, evaluation) and to use many of the language features taught during the unit (general academic vocabulary, complex sentences, words and phrases that create cohesion throughout the text), all of which has helped the students convey their understandings about the person they researched. This analysis helps the teachers focus on critical areas that individual students need to continue to develop, as well as how to refine their teaching in the future.

For the other culminating project, oral presentations based on the written reports, the students dress as the historical figure they researched, use relevant props and media, and invite their parents and families to view the presentation. This way, all of the students learn a little more about various historical

figures the class researched, and they have many exciting ideas about history to discuss with their families.

Lesson adapted from Pavlak (2013), Rose and Acevedo (2006), and Spycher (2007)

Resources

Web sites:

- The California History-Social Science Project (http://chssp.ucdavis.edu/) has many resources, lesson plans, and programs for teaching history and the related social sciences.
- Teachinghistory.org (http://teachinghistory.org/) has many ideas and resources for teaching about history.
- The South Australia Department of Education (http://www.decd.sa.gov.au/literacy/pages/Programs/programsresources/) has many resources for scaffolding the writing of various text types, including biographies (a type of "recount" writing) (http://www.decd.sa.gov.au/literacy/files/links/Recount_Writing_June_2102.pdf). .

Recommended reading:

Pavlak, Christina M. 2013. "It is hard fun: Scaffolded biography writing with English Learners." *The Reading Teacher* 66 (5): 405-414.

Grade Four – Pages 85–88

Vignette 5.2 Designated ELD Instruction in Grade Four: General Academic Vocabulary in Biographies

Background:

Mrs. Patel's class is in the middle of a "Biographies" unit where the students conduct research on an important historical figure and learn how to write biographies (see Vignette 5.1). For designated ELD, Mrs. Patel and her colleagues "regroup" their students so that they can focus on the academic English language learning needs of their students in a targeted way. Mrs. Patel works with a group of ELs who have been in the school since kindergarten or first grade and are at the late Expanding and early Bridging levels of English language proficiency. Another teacher works with a group of ELs who came to the school at the beginning of third grade and are at the Emerging level of English language proficiency. A third teacher works with native English speaking students and students who have recently reclassified from EL status. Mrs. Patel and her colleagues plan their designated ELD lessons together at the same time as they plan their integrated ELA/social studies "biographies" unit. Some of designated ELD time is devoted to supporting students to develop deep understandings of and proficiency using general academic and domain-specific vocabulary from the texts and tasks in ELA and other content areas. The vocabulary lessons they plan are differentiated to meet the particular language learning needs of the students. For example, some groups may receive particularly intensive instruction for a set of words, while another group may receive less intensive instruction for some words.

Lesson Context:

Throughout the "biographies" unit, Mrs. Patel and her colleagues ensure that their ELs are engaged in all aspects of the biographies research project and that they provided them with the support they need for full participation. For example, when reading texts aloud or when highlighting important information from the texts and recording it in the "Biography Deconstruction" template, Mrs. Patel explains the meaning of new words and provides cognates when appropriate. She also explicitly teaches some of the words from the texts the class is reading to all students during integrated ELA/social studies instruction. However, Mrs. Patel and her colleagues recognize that their EL students need more intensive support in understanding and using some of these new terms, particularly general academic vocabulary. The teaching team uses a five-day cycle for teaching vocabulary in designated ELD, which is modified based in the different groups' evolving needs. This week, the words that the students in Mrs. Patel's class are learning are *unjust, respond, protest, justice, discrimination*, The five-day cycle Mrs. Patel uses is provided below.

Five-day vocabulary teaching cycle					
	Day One	**Day Two**	**Day Three**	**Day Four**	**Day Five**
Purpose:	Linking background knowledge to new learning and building independent word learning skills.	Explicit word learning and applying knowledge of the words through collaborative conversation.	Explicit word learning and applying knowledge of the words through collaborative conversation.	Explicitly learning about morphology and applying knowledge of all the words in an oral debate.	Applying knowledge of all the words *and how they work together* in writing.

Lesson Sequence:	Students: – rate their knowledge of the 5 words; – engage in readers theater or other oral language task containing the target words; – use morphological and context clues to generate definitions in their own words.	Students: – learn 2-3 words explicitly via a predictable routine; – discuss a worthy question with a partner using the new words.	Students: – learn 2-3 words explicitly via a predictable routine; – discuss a worthy question with a partner using the new words.	Students: – discuss their opinions in small groups, using the target words where relevant; – discuss useful morphological knowledge related to the words.	Students: – write a short opinion piece using the target words; – review initial ratings and refine definitions.

Lesson Excerpts:

In today's lesson, Mrs. Patel's designated ELD class will learn two words explicitly—*unjust* and *respond*—and then discuss a "worthy" question using the words meaningfully in their conversation. The learning target and cluster of CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will use the words *unjust* and *respond* meaningfully in a collaborative conversation and in a written opinion.
CA ELD Standards (Bridging): *ELD.PI.12a – Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing; ELD.PI.6b – Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics; ELD.PI.4.1 – Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.*

Mrs. Patel uses a predictable routine for teaching general academic vocabulary explicitly, which the students are familiar with. The steps of the routine are as follows:

1. Introduce: Tell the students what the word they'll learn is, and briefly refer to the place in the text where they saw or heard it. Highlight morphology (e.g., the suffix "-tion" tells me it's a noun). Identify any cognates in the students' primary language (e.g., *justice* in English is *justicia* in Spanish).
2. Explain the Meaning: Explain what the word means in student-friendly terms (1-2 complete sentences).
3. Contextualize: Explain, with appropriate elaboration, what the word means in the context of the text. Use photos or other visuals to enhance the explanation.
4. Give Real-life Examples: Provide a few examples of how the word can be used in other grade-appropriate ways, relevant to the students, using photos or other visuals where needed.
5. Guide Meaningful Use: Guide the students to use the word meaningfully in one or two think-pair-shares, with appropriate scaffolding (using a picture for a prompt, open sentence frames, etc.).
6. Ask and Answer: Ask short-answer questions to check for understanding (it's not a test – they're still learning the word).

7. Extend: Find ways to use the word a lot from now on, and encourage the students to use the word as much as they can. Encourage students to teach the word to their parents when they go home.

After she uses this sequence to teach the two words explicitly, Mrs. Patel provides the students with an opportunity to use the words meaningfully in an extended conversation that is directly related to what they are learning about in the "Biographies" unit. She's written a question and a couple of open sentence frames on the document reader, and she asks the students to discuss the question in partners, drawing on examples from the biographies unit (e.g., how historical figures responded to unjust situations) to enhance their conversations.

Mrs. Patel: Describe how you could *respond* if something *unjust* happened on the playground at school. Be sure to give an example and to be specific. Use these sentence frames to help you get started: "If something *unjust* happened at school, I could *respond* by ____. For example, ___."

Mrs. Patel reminds them that the verb after "by" has to end in the suffix "–ing." She points to a chart on the wall, which her students have learned to use to engage in and extend their collaborative conversations, and she reminds them that they should use this type of language in their conversations.

How to be a good conversationalist	
To ask for clarification: Can you say more about ___? What do you mean by ____?	*To affirm or agree:* That's a really good point. I like what you said about ___ because ___.
To build or add on: I'd like to add on to what you said. Also, ___.	*To disagree respectfully:* I'm not sure I agree with ____ because ____. I can see your point. However, _____.

As the students are engaged in their conversations, Mrs. Patel listens so that she can provide "just-in-time" scaffolding and so that she'll know what types of language are presenting challenges to her students. Carlos and Alejandra are discussing their ideas.

Carlos: If something *unjust* happened at school, I could *respond* by telling them to stop it. For example, if someone was being mean or saying something bad to someone, I could respond by telling them that's not fair.

Alejandro: I'd like to add on to what you said. If something *unjust* happened at school, like if someone was being a bully, I could respond by telling them they have to be fair. I could use my words.

Carlos: Yeah, you could use nonviolence instead, like Martin Luther King, Jr.

Mrs. Patel: That's great that you also used the word "nonviolence," Carlos. You could also say, "We could *respond* by using nonviolence."

Carlos: Oh yeah, we could do that. We could respond by using nonviolence.

At the end of the lesson, Mrs. Patel asks the students to write down one sentence they shared with their partner or that their partner shared with them, using the words *unjust* and *respond*.

Teacher Reflection and Next Steps:

At the end of the week, the students write short opinion pieces in response to a scenario. Mrs. Patel requires them to use all five of the words they learned that week. When she reviews their opinion pieces, she sees that some students are still not quite understanding the nuances of some of the words, and she makes a note to observe these students carefully as the students continue to use the words

throughout the coming weeks and to work individually with those who still need additional attention after having many opportunities over time to use the words in context.

Mrs. Patel's colleague, Mr. Green, who works with the small group of newcomer ELs at the Emerging level of English language proficiency, shares about the vocabulary instruction he provided that week. He also taught the five words explicitly. However, the level of scaffolding he provided was substantial. Because his colleagues indicated that this group of students was having difficulty sequencing their ideas in the Biography unit activities, he also provided many opportunities for the students to orally use language for recounting so that they would feel more confident using this type of language when they write their biographies. For example, he guided the students to orally recount personal experiences (e.g., what they did over the weekend in time order), and he worked with them to use language useful for recounting (e.g., past tense verbs, sequence terms). He also encouraged them to expand and connect their ideas in different ways (e.g., by creating compound sentences or adding prepositional phrases to indicate when things happened). He used experiences that were more familiar to the students so that they could initially focus on stretching their language without worrying about the new content knowledge. Next, he drew connections to the content of the "biographies" unit and supported them to use these language resources when recounting the events in the lives of the people they were learning about. He also focused on two of the general academic vocabulary words the other teachers taught, but he spent more time on the words so that the students would feel confident understanding and using.

Lesson adapted from Carlo, and others. (2004), Lesaux and Kieffer (2010), Spycher (2009)

Resources

Websites:

- Word Generation (http://wg.serpmedia.org/) has many ideas for teaching academic vocabulary in context.

Recommended reading:

Kieffer, Michael J., and Lesaux, Nonie K. 2007. "Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom." *The Reading Teacher* 61 (2): 134-144.

Grade Five – Pages 122–126

Vignette 5.3 Integrated ELA and Science Instruction in Grade Five: Science Informational Research Reports

Background:

Mr. Rodriguez's fifth grade class is in the middle of an integrated ELA and science unit on ecosystems. Mr. Rodriguez began the unit by building his students' content knowledge of one local ecosystem (freshwater). He models the process of researching the ecosystem so that he can build important science conceptual knowledge about ecosystems and also develop his students' understandings of how science texts are written. Mr. Rodriguez is preparing his students to conduct their own research on an ecosystem of their choice and to write a science information report and a multimedia presentation about the ecosystem they research. The students will work in groups to complete their written research reports and companion multimedia assignments. Mr. Rodriguez designed this unit collaboratively with his colleagues, incorporating specific instructional practices that they've found to be particularly supportive of their EL students and students with special needs. Twelve students in Mr. Rodriguez's class are ELs at the Bridging level of English language proficiency, and several students are former ELs in their first and second years of reclassification. He wants to make sure that all of his students enter middle school ready to interact meaningfully with complex texts and tasks across the disciplines.

Lesson Context:

In order to develop his students' understandings of ecosystems, Mr. Rodriguez reads aloud to the class multiple complex informational texts about freshwater ecosystems, and the students also read texts on the topic together during whole and small group reading instruction. He explicitly teaches some of the general academic vocabulary words during ELA time, and he teaches the domain-specific words in the context of science instruction. He pays particular attention to developing his student's cognate awareness, and he's posted a "cognate" word wall in the class alongside the vocabulary wall containing the domain-specific vocabulary (e.g., *species*, *predator*, *decomposer*) and general academic vocabulary (e.g., *despite*, *regulate*, *restore*) from the ecosystem unit.

During science time, the students view multimedia and discuss the new concepts they are learning about in structured extended discussions with guiding questions. Mr. Rodriguez teaches a series of lessons where his students engage in science practices, such as learning to observe a freshwater ecosystem, assessing the water quality in the ecosystem, and identifying the connections between poor water quality and the effects on the ecosystem. The class takes a walking fieldtrip to a local pond to collect data, which they record in their science journals and then discuss and record on a chart when they return to the classroom. They also design and conduct an experiment to investigate which everyday materials filter dirty water the best.

Now that his students have developed some knowledge about freshwater ecosystems, as well as some critical domain-specific vocabulary (e.g., *ecosystem*, *species*, *habitat*, *watershed*) related to the topic, Mr. Rodriguez plans to use some "mentor texts" in order to teach his students about the kind of writing he wants them to aspire to when they write their group research reports. He also uses the texts as a way to show his students how to read their complex informational texts more closely. The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will collaboratively reconstruct a complex text about ecosystems. They'll apply their content knowledge and knowledge of the language of the text type.
CA CCSS for ELA/Literacy: *W.5.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly … ; W.5.4 – Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; W.5.7 -Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; L.5.3 – Use*

knowledge of language and its conventions when writing, speaking, reading, or listening – a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style … L.5.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases …

CA ELD Standards (Bridging): *ELD.PI.5.1 – Contribute to class, group, and partner discussions … ; ELD.PI.5.4 – Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support; ELD.PI.5.10a – Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register; ELD.PII.5.4 – Expand noun phrases in an increasing variety of ways … ; ELD.PII.5.5 – Expand and enrich sentences with adverbials; ELD.PII.5.6 – Combine clauses in a wide variety of ways; ELD.PII.5.7 - Condense clauses in a variety of ways …*

Lesson Excerpts:

In today's lesson, Mr. Rodriguez engages his students in a "text reconstruction" lesson. He first tells his class that the goal is for them to learn how to write research information reports and that the purpose of this text type is to report on information from a variety of sources about a single topic. He reminds his students that they've been reading—and he's been reading to them—many texts about ecosystem. He also reminds them that they've been learning vocabulary about ecosystems, and they've been using language to discuss ecosystems as they've engaged in various science tasks related to ecosystems. He tells them that the purpose of today's lesson is for them to apply their knowledge of ecosystems and of the language they've been developing about ecosystems. The steps of today's lesson are written in Mr. Rodriguez's planning notebook and provided below.

Text Reconstruction Procedure

1. *Read once:* Teacher reads a short section of the text (no more than 60 seconds) aloud while students <u>just listen</u>
2. *Read twice:* Teacher reads the text a second time while students <u>listen and take notes</u> (bullet points with no more than a few words – make sure they know how).
3. *Reconstruct:* Have students work with a partner to collaboratively <u>reconstruct the text</u> using their notes (lots of discussion should happen here). (If there is time, have the partners work with another set of partners to further refine their reconstructions.)
4. *Check and compare:* Show the original text to students. Invite students to discuss differences or similarities between the original and their texts.
5. *Deconstruct:* Highlight for students a few key language features in the text. (Later, show them how to "deconstruct" (or unpack) the text even further to reveal more of the <u>language features and patterns</u>.)

Mr. Rodriguez explains that when the students reconstruct, or rewrite, the short text with their partner, he wants them to try to get as close as they can to the text he reads to them.

> Mr. Rodriguez: You're not trying to copy me exactly, but the text you reconstruct has to make sense and use the language of information reports on ecosystems. This is one way we're practicing how to write information reports before you write your own.

A portion of the text Mr. Rodriguez reads is provided below:

> Freshwater ecosystems are essential for human survival, providing the majority of people's drinking water. The ecosystems are home to more than 40 percent of the world's fish species. Despite their value and importance, many lakes, rivers, and

wetlands around the world are being severely damaged by human activities and are declining at a much faster rate than terrestrial ecosystems. More than 20 percent of the 10,000 known freshwater fish species have become extinct or imperiled in recent decades. Watersheds, which catch precipitation and channel it to streams and lakes, are highly vulnerable to pollution. Programs to protect freshwater habitats include planning, stewardship, education, and regulation (nationalgerographic.com).

Mr. Rodriguez reads the text twice. The first time his students just listen; the second time they take notes. Before today's lesson, he taught his students how to take brief notes of key words or phrases as they were reading a text or viewing a video. Today, they are using their note taking skills in a new way as they take notes while Mr. Rodriguez speaks. After the students have taken notes, and as his students work in pairs to reconstruct the text, Mr. Rodriguez circulates around the room so that he can listen to their conversations and provide support where needed. He stops at a table where Sarah and Ahmad are busy reconstructing their text.

Ahmad: I have *human survival*, *water*, and *40 percent of fish*. I think he said that the freshwater ecosystems, we have to have them for to survive.

Sarah: Yeah, I think that's right, and it makes sense because we learned about that. But I think there was something more about water. I have "drinking water," so I think he said that the freshwater ecosystem give us most of our drinking water, so maybe that's why we have to have them to survive.

Ahmad: What should we write? How about, "We have to have the freshwater ecosystem for to survive because they give us most of our drinking water?"

Sarah: (Nodding.)

Mr. Rodriguez: Can we take a look at your notes again, Ahmad? Before you said you wrote, "human survival," and I'm wondering if the two of you can figure out how to use that in your reconstruction.

Ahmad: (Thinking for a moment.) Can we write, "We have to have the freshwater ecosystem for human survival because they give us most of our drinking water?"

Mr. Rodriguez: What do you think, Sarah?

Sarah: Yeah, that sounds right. I think that sounds like what you said, and it sounds more like a science book.

Mr. Rodriguez: Yes, it does sound more like a science book. But why is "human survival" important here?

Ahmad: (Thinking.) Because we have to have the fresh drinking water so we can survive, so if we say "human survival," that means the same thing.

Sarah: And when we say "human," that means all the people in the world, not just us.

Mr. Rodriguez continues to circulate around the room, providing "just-in-time" scaffolding to students to stretch their thinking and language. Mostly, he asks them to refer to their notes for the words they use and also to make sure the text they reconstruct makes sense, based on what they have been learning about freshwater ecosystems. He also prompts them to use the words and wording they have in their notes and to use their knowledge of connecting/condensing and expanding/enriching their ideas. When time is up, Mr. Rodriguez asks if any volunteers would like to share their reconstruction with the class. Ahmad and Sarah share their reconstruction, and Mr. Rodriguez praises them for using critical terms, such as *human survival* and *freshwater fish species*, as well as catching some of the math terms (40 percent of fish species in the world).

When the allotted time for reconstructing the texts is up, Mr. Rodriguez shows the class the original text and asks them to talk briefly with their partners about similarities and differences. He briefly explains some of the domain-specific and general academic vocabulary and phrasing his students

seemed to find particularly challenging to reconstruct (e.g., *highly vulnerable to pollution*, *despite their value and importance*).

Next Steps:

The following week, Mr. Rodriguez shows his class how the informational texts they are using are organized by "big ideas." For one book, Mr. Rodriguez writes these big ideas on chart paper as headings (e.g., geographical characteristics; food webs – producers, consumers, secondary consumers; natural factors—climate, seasons, and natural disasters; human impact—pollution, overfishing) and writes some of the details beneath them. Looking at how the mentor texts are organized helps the class see how they can create categories to guide their research and structure their writing. Mr. Rodriguez facilitates a class discussion and guides the class to create an outline they will use to conduct their own research projects and write their information reports. The class decides on the following outline, using their own words to describe the stages and phases in the text:

Stages and phases	Information Report Outline
Stage 1	General statements: • Tell/define what ecosystems are • Identify what ecosystem this one is
Stage 2 Phases (subtopics)	Description of the Ecosystem • Describe the geography of the ecosystem • Describe what lives there and the food web • Describe the natural factors that affect the ecosystem • Describe what people have done to affect the ecosystem • Describe ways that people can fix the damage they have caused
Stage 3	Conclusion: Summarize the report by rounding if off with a general statement.

Once the reports are complete, they are posted around the room for other students to read, and the students present their multimedia projects to their classmates, as well as to a first grade class they have been reading aloud to all year. Mr. Rodriguez evaluates the information reports using a rubric his district has provided which is based on the CA CCSS for ELA/Literacy, the CA ELD Standards, and the Next Generation Science Standards.

As they engaged in learning about the freshwater ecosystem, assessed the water quality in the local pond they visited, and learned more about the consequences of unhealthy ecosystems, the students had many lively discussions about what they could do to make changes. Mr. Rodriguez brought in examples of letters to the editor that other students had written over the years on various topics. He guided them in determining how an effective letter to the editor is constructed, including the type of stance that is likely to give the writer the most amount of credibility. The class also discussed the types of language resources and evidence they might want to select if they were to write their own letters to the editor of the local newspaper. The class unanimously votes to work in small groups to write letters that identify different negative consequences of unhealthy freshwater ecosystems (e.g., fish asphyxiation, dirty water unfit for consumption, habitat depletion), and they choose their writing groups based on interest. After exchanging the letters between groups for peer feedback based on a rubric for editorial letters and a list of academic vocabulary used in the lesson, teams write final drafts. The students keep individual copies of their rubrics and final drafts in their writing portfolios to document growth over time. Each group's short letter is published within a few weeks, and the class is featured on the local news.

Lesson adapted from Brisk, Hodgson-Drysdale, and O'Connor 2011; Derewianka and Jones 2012; Gibbons 2009; and Spycher and Linn-Nieves 2014.

Resources

Websites:

- The Public Broadcasting System has more ideas for teaching about ecosystems (http://www.pbslearningmedia.org/) (http://www.pbs.org).
- Achieve the Core has student work samples (http://achievethecore.org/page/504/common-core-informative-explanatory-writing) and ideas on evaluating student writing (www.achievethecore.org).

Recommended reading:

Brisk, M. E., Hodgson-Drysdale, T., and O'Connor, C. 2011. A study of a collaborative instructional project informed by Systemic Functional Linguistics: Report writing in the elementary grades. *Journal of Education* 191 (1): 1–12 (http://www.bu.edu/journalofeducation/files/2011/11/BUJOE-191.1.Brisketal.pdf).

Grade Five – Pages 127–130

Vignette 5.4 Designated ELD Instruction in Grade Five:

Learning about Cohesion

Background:

During designated ELD, Mr. Rodriguez delves deeper into the language of the texts the class is using for their ecosystems research projects (see Vignette 5.3). Mr. Rodriguez and his fifth grade teacher colleagues are all teaching the same integrated ELA and science unit. This makes is possible for them to share students when they regroup for designated ELD and focus instruction that builds into and from science and ELA, targeting their students' particular language learning needs. For his ELD class, Mr. Rodriguez works with a large group of EL fifth graders who are at the Bridging level of English language proficiency while one of his colleagues works with a small group of students at the Emerging level who are new to English and another works with the native English speaking students and reclassified EL students.

Lesson Context:

In integrated ELA and science instruction, Mr. Rodriguez has focused on text structure and organization and has taught his students general academic and domain-specific vocabulary pertaining to the ecosystem unit. He's also worked with his students, particularly during writing instruction, on structuring their sentences and paragraphs in grammatically more complex ways, according to the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Even so, he observes that some EL students at the Bridging level of English language proficiency experience challenges reading some of their complex science texts, and when they write, sometimes their texts are choppy and don't hang together very well. The learning target and cluster of CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will discuss ways of using language that help create cohesion, including connecting and transition words and words for referring.
CA ELD Standards (Bridging): *ELD.PI.5.6* – a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support; *ELD.PII.5.2a – Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts; ELD.PII.5.2b – Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however) to comprehending texts and writing cohesive texts.*

Lesson Excerpts:

Today, Mr. Rodriguez is teaching his students how to identify words and phrases that help create cohesion in texts, in other words, that help texts *hang together* or flow.

> Mr. Rodriguez: Today, we're going to discuss some of the ways that writers help guide their readers through a text. They use different words and phrases and other language to make sure that their texts "hang together" and "flow." These words help to link ideas throughout a text, and they help the reader "track" the meanings throughout the text. We call this way of using language "cohesion."

Mr. Rodriguez writes the word *cohesion* on a chart, along with a brief explanation, which he says aloud as he writes:

> Cohesion:
> - how information and ideas are connected in a text
> - how a text "hangs together" and flows

Mr. Rodriguez: Sometimes, it might be hard to identify the language that creates cohesion in a text, so we're going to discuss it. We're going dig into some passages you've been reading in science and take a look at how writers use some of this language so that it will be easier for you to see it in the texts you're reading for your research reports. Once you start to see the many different ways that writers create cohesion in their writing, you'll have some more ideas for how you can do that when you write your own ecosystem information reports.

Using his document reader, Mr. Rodriguez displays a short passage from a familiar text the students have been reading in science. The text is quite challenging, and Mr. Rodriguez has spent a fair amount of instructional time on the language and content of the text, including showing the students where *nominalization* occurs (e.g., *modification, flood protection, water diversions*) and teaching them the meaning of some of these words. Mr. Rodriguez models, by thinking aloud and highlighting the text, how he identifies the language in the text used to create cohesion. The passage he shows them is provided below:

> Wetlands perform many important roles as an ecosystem. One is to provide an important habitat for birds, fish, and other wildlife. Another is to contribute to flood protection by holding water like a sponge. By doing this, they keep river levels normal and filter the water. However, California's wetlands are in danger, and their ability to perform these important roles is threatened. Unfortunately, they continue to be drained for agriculture or filled for development. Other activities that harm them include modifications to the watershed such as dams or water diversions, not to mention climate change. Consequently, California has lost more than 90% of its wetlands, and today, many of the ones remaining are threatened. (adapted from the State of CA Environmental Protection Agency, http://www.mywaterquality.ca.gov/eco_health/wetlands/)

Mr. Rodriguez starts by highlighting the terms that may be more familiar and transparent to students: *however, unfortunately, consequently*. He briefly explains the meaning of the words and notes that these "text connectives" are very useful for helping readers navigate through texts. He continues by delving a little deeper into the cohesive language in the passage by explaining that "however" is signaling to the reader that something different is going to be presented, and that it will contrast what came right before it. He models confirming this idea by reading the rest of the sentence and then reading from the beginning of the passage.

> Mr. Rodriguez: *However, California's wetlands are in danger, and their ability to perform these important roles is threatened.* Hmm … I know that what it's saying here is contrasting with what came right before it. In the beginning, it was discussing all the great things that ecosystems do, or the important roles they have. Then, it says that they are having a hard time doing these things. So the word *however* links the ideas that came right before it with the new information.

When he comes to the word *unfortunately*, he explains that this word signals to the reader that something negative is going to be presented, and he confirms this by reading on. When he comes to the word *consequently*, he asks his students to briefly discuss with one another what they think the word is doing to help the text "hang together," or connect the ideas in the text.

> Ernesto: I think that when you use the word *consequently*, you're saying that something is happening because something else happened. Like, *consequently* means *it's a result*.
>
> Mr. Rodriguez: Can you say more about that? What ideas is the word *consequently* connecting this text?
>
> Ernesto: (Thinks for a moment, then points to the document reader.) Right there, where it says "they continue to be drained" and "other human activities" … like, modif … modifications and dams.
>
> Talia: And climate change. That does it, too.
>
> Mr. Rodriguez: So, what you're saying is that the word *consequently* is linking those activities, those terms - *draining for agriculture, filling in the wetlands, making dams or water diversions, and climate change* – it's linking those activities with …? Turn to your partner and discuss what

you think the word *consequently* is connecting those activities to.

The students grapple with this question, but through scaffolding Mr. Rodriguez provides, they determine that the word *consequently* connects the activities to the resulting loss of and threat to wetlands. Mr. Rodriguez continues to model how he identifies the other language in the text that creates cohesion, including pronouns that refer back to nouns (e.g., they, their) and other *referring* words that may not be as obvious. For example, he explains that the words *one* and *another* refer to *role*s, which appears in the first sentence. He highlights other referring words and the words they refer back to, and he draws arrows between them to make the reference clear. After modeling one or two examples, he asks the students to tell him what the words are referring to, and he marks up the text with additional arrows so they can see clearly what is being referenced. The passage he shows, along with the language he highlights through the course of his modeling, is provided below:

> Wetlands perform many important roles as an ecosystem. **One** is to provide an important habitat for birds, fish, and other wildlife. **Another** is to contribute to flood protection by holding water like a sponge. By doing **this**, **they** keep river levels normal and filter the water. **However,** California's wetlands are in danger, and **their** ability to perform **these important roles** is threatened. **Unfortunately, they** continue to be drained for agriculture or filled for development. Other activities that harm **them** include modifications to the watershed such as dams or water diversions, not to mention climate change. **Consequently,** California has lost more than 90% of its wetlands, and today, many of **the ones** remaining are threatened. (adapted from the State of CA Environmental Protection Agency, http://www.mywaterquality.ca.gov/eco_health/wetlands/)

After Mr. Rodriguez has modeled this process, he provides them with similar passages, and he asks them to work in pairs to locate the *cohesion* words by following the same process he modeled for them. At the end of the lesson, he asks the students to share what they found and to explain how the words they highlighted create cohesion in the text by linking ideas and information. The class generates a list of "cohesion" words they found, which Mr. Rodriguez writes on chart paper. Later that week, the students will work in small groups to categorize one type of cohesive language, text connectives. The chart will be posted so that the students can draw upon the language when they write their research reports. Mr. Rodriguez chooses the categories, but the students decide where the words go (with his guidance), and they agree on a title for the chart, provided below.

Language to Connect Ideas (Cohesion)		
Adding	**Contrasting**	**Sequencing**
in addition furthermore similarly also	however despite this instead otherwise unfortunately	to start with to summarize in conclusion finally
Cause/result	**Time**	**Clarifying**
therefore consequently because of this in that case	next meanwhile until now later	that is in other words for example for instance
Words for referring: they, their, it, them, this, these, those, one, another, the ones		

Teacher Reflection and Next Steps:

After teaching these lessons on cohesion, Mr. Rodriguez observes that many of his students begin to use the language resources in their writing. For example, instead of repeating the word *ecosystems* in each sentence (e.g., Ecosystems are …, Ecosystems have …, Ecosystems can…), they

use pronouns to refer back to the first time they used the word. Similarly, many of his students begin to use the connecting words listed on the chart the students made during designated ELD. He also notices that his students are becoming more aware of this type of language as they encounter it in the texts they read, and throughout the day, his students tell him when they find other examples of cohesion.

Lessons based on Gibbons (2002), Christie (2012), Derewianka and Jones (2012), Martin and Rose (2012), Schleppegrell (2010); Spycher and Nieves (2014)

Resources

National Geographic (www.nationalgeographic.com) has many resources for teachers on ecosystems, including freshwater ecosystems (http://environment.nationalgeographic.com/environment/freshwater/).

Chapter 6

Grade Six – Pages 87–92

Vignette 6.1 ELA Instruction in a Grade Six Interdisciplinary Unit
Close Reading of a Memoir (Literary Nonfiction)

Background

Ms. Valenti's sixth grade English language arts (ELA) class is learning how to read texts more analytically. Currently, the class is reading memoirs to determine how people depict their formative years, including seminal events that shaped their profession or outlook on the world. Ms. Valenti's class of 35 students includes two students with mild learning disabilities and five English learners at the Expanding level of English language proficiency, four who have been in U.S. schools for at least four years and one who arrived to the U.S. a little over a year ago. Ms. Valenti collaborates with the other sixth grade teachers at her school. Two teachers teach the students mathematics and science, and Ms. Valenti and another sixth grade teacher teach ELA and History/Social Studies. There are a small number (three to five) of EL students in each sixth grade class, and each of the sixth grade teachers teach their own students designated ELD in small groups. Specialists teach the visual and performing arts, as well as physical education.

The interdisciplinary team works together to determine the cross-curricular themes they will teach. Some of the reading of informational and literary texts is done in ELA, but much of it is done in the other content areas. For example, during science and history/social studies time, the class reads informational texts related to the topics they are learning about. During ELA time, the class reads literature or literary non-fiction related to the science or history topics—or both.

Lesson Context

The current interdisciplinary theme is *Careers in Action*, and Ms. Valenti has selected a text that she thinks will appeal to students at this age as it focuses on parents' expectations for their children and how they teach them important life lessons that shape their outlook on the world. The text, "The Making of a Scientist," is a memoir by Richard Feynman, a famous American scientist who won the Nobel Prize in Physics and who is often noted as the best mind since Einstein. In science that day, Ms. Valenti's colleague will engage the students in a science demonstration that illustrates the law of inertia similar to the wagon and ball demonstration, which Feynman includes in his memoir. (*This demonstration is in support of what is happening in the ELA classroom. The law of inertia is not a sixth grade science standard. However, it is in the grades six through eight band of science standards.)

Lesson Excerpts

In today's lesson, Ms. Valenti is going to engage her students in the first of a series of close reading lessons on Feynman's memoir and discuss with them how his early experiences sparked a career in science. During this lesson—the first of three on the same text—students analyze the ideas in one portion of the text, while focusing on how the author uses language resources (vocabulary, syntax, and rhetorical devices) to construct the narrative and convey his meaning. In addition, students gain practice in note-taking and summarizing text. The learning target and focus standards for the lesson are provided below:

Learning Target: The students will analyze a short memoir, discuss their interpretations, and identify the central idea and how it is conveyed through details in the text.
CA CCSS for ELA/Literacy: *RI.6.2 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments; W.6.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research; SL.6.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.*

CA ELD Standards Addressed (Expanding): *ELD.PI.6.1 – Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas; ELD.PI.6.6b – Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).*

Ms. Valenti starts by connecting the new learning to what students already know and by giving a brief background of the text and author.

Ms. Valenti: Today we're going to read a memoir by a famous scientist named Richard Feynman. In the memoir, which is a story of your life that you write yourself, Feynman explains how his father taught him some important life lessons that ultimately shaped his career. This is something that your parents or grandparents or whoever it is who is responsible for raising you does all the time. For example, they may try to teach you to responsibility by having you do chores around the house, like washing the dishes. Does anyone do that? Or, they may try to teach you compassion by having you take care of your little brother or sister or your grandparents when they're sick. Sometimes you're not aware that they're trying to teach you these life lessons until much later. Very briefly, turn and talk about some of the life lessons you think your parents or grandparents or whoever takes care of you are trying to teach you.

The students briefly share with one another. Before they read the text about the principles his father taught him, Ms. Valenti shows them a short video so they can get a sense of who Feynman was during his career as a scientist. The animated video "Ode to a Flower" was created by Fraser Davidson to accompany Feynman talking about the nature of beauty (http://www.youtube.com/watch?v=VSG9q_YKZLI).

Ms. Valenti asks the students to briefly discuss at their table groups (they are seated four to a table) how the video depicts the kind of person Feynman was, and after a couple of minutes, and asks two students to share their ideas. She briefly explains some terms in the reading that students would not be likely to determine from the context (such as *Encyclopedia Britannica*, *magnitude*, *translate*) but that are critical for understanding the text. She also briefly reviews what the literary term *theme* means by drawing students' attention to the chart in the room that defines literary terms and then gives a few examples from previously read texts as an additional reminder. She tells them that they're going to be looking for themes in the text.

Next, she reads the first part of the text aloud as students read along silently with her in their own copies. Ms. Valenti has found that reading aloud complex texts gives her students a feeling for the various voices in the narrative and models for them the intonation she uses as a proficient reader. This also provides an oral introduction to the language in the text and gives her an opportunity to stop at strategic points to explain particular vocabulary and untangle syntactic structures (i.e., paraphrase particularly complex sentences) that may be unfamiliar to students.

After, she asks the students to share with a partner, in their own words, what they think the main theme or lesson of the section is as she listens in while circulating around the room. Her on-going intent is to support students to interpret texts deliberately, and she needs to know how they are currently interpreting texts so that she can stretch them to develop increasingly sophisticated levels of proficiency and develop greater autonomy as readers. She notes that there are multiple interpretations of what the main theme or lesson is, and she uses this observational information to shape how she'll support students to read the text analytically so that they can refine or revise their initial ideas about what the author is expressing both explicitly and implicitly.

Ms. Valenti then asks the students to read the same text silently while they use a reading guide that contains focus questions. She explains that they will read the text multiple times and that for this ***first*** reading, they will just read for general understanding and do not need to worry about knowing the meaning of every word. (The students will have opportunities to analyze the vocabulary, grammatical structures, and nuanced meanings in the text as the lesson progresses.) The focus questions are displayed on the board, and she reviews each question to ensure her students understand them. She also provides them with a half-page handout with the focus questions on them:

Focus Questions for Today's Reading

Write notes under each question *as you read*.

- What is happening in the text?
- Who is in the text and how are they interacting?
- What was Feynman's father trying to teach his son with the tiles?
- What was Feynman's father trying to teach his son with the dinosaurs?
- Which sentence best captures the central idea in this part of the text?

Excerpt from the text:

"The Making of a Scientist" by Richard Feynman

Before I was born, my father told my mother, "If it's a boy, he's going to be a scientist." When I was just a little kid, very small in a **highchair**, my father brought home a lot of little bathroom tiles—**seconds**—of different colors. We played with them, my father setting them up **vertically** on my **highchair** like dominoes, and I would push one end so they would all go down.

Then after a while, I'd help set them up. Pretty soon, we're setting them up in a more **complicated** way: two white tiles and a blue tile, two white tiles and a blue tile, and so on. When my mother saw that she said, "Leave the poor child alone. If he wants to put a blue tile, let him put a blue tile."

But my father said, "No, I want to show him what patterns are like and how interesting they are. It's a kind of **elementary** mathematics." So he started very early to tell me about the world and how interesting it is.

We had the ***Encyclopaedia Britannica*** at home. When I was a small boy he used to sit me on his lap and read to me from the *Britannica*. We would be reading, say, about dinosaurs. It would be talking about the *Tyrannosaurus rex*, and it would say something like, "This dinosaur is twenty-five feet high and its head is six feet across."

My father would stop reading and say, "Now, let's see what that means. That would mean that if he stood in our front yard, he would be tall enough to put his head through our window up here." (We were on the second floor.) "But his head would be too wide to fit in the window." Everything he read to me he would **translate** as best he could into some **reality**.

It was very exciting and very, very interesting to think there were animals of such **magnitude**—and that they all died out, and that nobody knew why. I wasn't **frightened** that there would be one coming in my window as a **consequence** of this. But I learned from my father to **translate**: everything I read I try to figure out what it really means, what it's really saying.

Ms. Valenti also encourages students to underline words or phrases they don't understand and to write any questions or comments they have about the text in the margin. After they read independently, the students work in pairs to discuss their notes and questions while Ms. Valenti circulates around the classroom to listen in, clarify, and assist students with any unsolved questions, providing explanations and probing their thinking as relevant. For example, some students do not understand what the word *seconds* means in reference to bathroom tiles. Other students focus on particular phrases and sentences and work together to disentangle the meanings. Ms. Valenti stops at a table where Jamal and Tatiana, an EL student at the late Expanding level of English language proficiency, are discussing their notes. The pair has already determined that the text mostly involves Feynman, as a child, and his father, and that Feynman's father is showing his son patterns using the tiles and reading to him about dinosaurs from the encyclopedia.

Jamal: Okay, so what do we think that his dad, Feynman's dad, was trying to teach him with the tiles?

Tatiana: (Referring to her notes.) I think he was trying to teach him about math, about math patterns, and he was showing him how you can make patterns with tiles.

Jamal: But he was just a baby, so he couldn't teach him with numbers, right? So he used the tiles.

Tatiana: What about the dinosaurs? What do you have?

Jamal: (Referring to his notes.) I think it's the same thing. His dad was trying to show him how big a dinosaur would be if it was standing outside the house, but he was also trying to get him excited about dinosaurs.

Ms. Valenti: Is there something in the text that gave you that idea?

Jamal: (Looking at the text for a moment.) Here it says "Everything he read to me he would translate as best he could into some reality." I think he means that his father was trying to teach him some things, some real things about math patterns and dinosaurs, but he had to make it real for a kid, even for a baby.

Tatiana: And he was also trying to teach him something about the world.

Ms. Valenti: Can you say more about that, and can you find some examples in the text?

Tatiana: Here, it says that his father said, "No, I want to show him what patterns are like and how interesting they are."

Ms. Valenti: So, what does that mean to you? How can you interpret that, using the focus questions?

Tatiana: I think his dad was really trying to show him how the world has all this … stuff … how it's interesting. His father was trying to teach him some real things, like math patterns and dinosaurs, and he had to make that real for him as a kid. But I think he was also trying to teach him about how to see the world. That he should see it as interesting and that it has a lot of things to observe.

Jamal: Yeah, like he was trying to help him think differently about the toys he has or things he's doing. Like he was trying to help him think like a scientist.

After the students have had a chance to delve deeply in to the text, Ms. Valenti pulls the whole class together to discuss their notes. Picking up on the themes and questions the students have raised, she leads a loosely structured discussion to support them to articulate and elaborate on their ideas, all the while prompting them to go back into the text to support their claims. Lately, Ms. Valenti has noticed that some of the girls in the class have seemed reluctant to share their ideas, so she makes a conscious effort to let them know she wants to hear from them and cares about what they have to say, using the following techniques:

- Meeting with individuals before the conversation to make sure they know she knows they care about their participation in class discussions and to inquire as to why they are not comfortable sharing.
- Pausing before asking a probing question to allow everyone to gather their thoughts and prepare their responses.
- Deliberately calling on individuals during the conversation, those who she heard sharing enthusiastically in their pair conversations, and then validating their ideas.
- Encouraging the whole class to listen respectfully.

Next, she structures the conversation a bit more by helping them to *funnel* their ideas into a concise statement that captures the theme of the section in students' own words. She facilitates a *joint construction* of the statement by first writing "His father wanted to teach his son" in a chart she's prepared, which is displayed on the document reader. She then asks the students to help her expand and enrich the sentence to add precision and nuances. She then guides the students to identify details from the text that support the statement. The jointly constructed central idea and details are shown in the chart below.

Central Idea (in our words)	Details from the Text (paraphrasing and quotes)
Feynman's father wanted to teach his son about the interesting things in the world and how to think like a scientist, so he would *translate* things in ways that his son would understand.	The father … • made playing with tiles into a way to learn about patterns and mathematics. • said, "No, I want to show him what patterns are like and how interesting they are. It's a kind of elementary mathematics." • read to him from the encyclopedia • helped him visualize the dinosaur outside his house

Ms. Valenti repeats the process the students just engaged in with the next section of the text, in which Feynman tells about how his father taught him about the difference between knowing the name of something and knowing something through observing birds. After the collaborative conversations in pairs and whole class discussion, Ms. Valenti invites the students to revise their *central idea* statement and add other thoughts to the chart. The students decide to add a section to the chart that highlights the life lessons, or principles, that Feynman's father taught him. Two of the principles the students jointly construct with Ms. Valenti are the following:

- When you read, try to figure out what it really means, what it's really saying. You have to read between the lines.
- There's a difference between knowing the name of something and really knowing something. You have to look at how something behaves or works, and not just know what it's called.

The class finishes the final section of the excerpt, in which Feynman's father teaches him to notice some important principles in physics, using every day experiences and understandings as a springboard to understanding science concepts. Again, the class revises and adds to the chart.

Ms. Valenti concludes the lesson by showing the students the short video "Ode to a Flower" once more. This time, she asks the students to think about how what Feynman's father taught him may have influenced the way he sees the flower. After watching the video, the students share their thoughts in their table groups, and Ms. Valenti then wraps up the lesson by calling on several students to share with the whole class an idea or two from their table conversations.

Next Steps

The next day, Ms. Valenti guides students to read the same text again, but she changes the focus questions so that students can analyze the *craft and structure* of the passage and become aware of the author's deliberate language choices in writing the passage the way he did. She designs her questions so the students can focus on literary devices, word choices, structural elements, and author's purpose. For example, she asks the students to consider *how* the author lets us know what his father was trying to accomplish (e.g., which words or literary devices were used). On the third day (the third read, which focuses on *integrating knowledge and ideas*), Ms. Valenti guides students to think about what the text means to them and how it connects to other texts or experiences. For example, one of her focus questions for students to consider as they read the text analytically is "How does the way Feynman's father teaches him principles compare to ways that other real or fictional individuals we've read about have learned them?"

At the end of the week, Ms. Valenti has the students work together in their table groups to collaboratively complete and edit the following in-class writing assignment:

> Pick one of the examples that Feynman uses (the dinosaur, the birds, or the wagon). In one concise paragraph, explain the lesson Feynman's father was trying to teach him with the real example and then explain why that example was useful. Be sure to include evidence from the text in your explanation.

Ms. Valenti provides the groups with a handout focusing on a select set of elements they need to include in their explanations (e.g., the lesson or principle, evidence from the text, vivid vocabulary, well-constructed sentences). She reminds them about prior lessons and suggests that they first write all of their ideas down and then work together to combine the ideas, select the words and phrases that are the most precise, condense them into sentences, and link the sentences together to make a cohesive paragraph. Each student in the group must have the same paragraph in their notebook, which she will check at the end of the day.

Later in the unit, Ms. Valenti and the students will read another memoir of an important and interesting individual using the same sequence (focusing on key ideas and details on day one, craft and structure on day two, and integration of knowledge and ideas on day three).

Sources:

This lesson was adapted from one found on the Achieve the Core Web site (Student Achievement Partners 2013).

*"The Making of a Scientist," by Richard Feynman was originally published in *Cricket* Magazine, October 1995, Vol. 23 (2).

Resources:

- To learn more about Richard Feynman, see the BBC (Horizon) documentary, "Richard Feynman—No Ordinary Genius" (http://www.brainpickings.org/index.php/2011/12/14/bbcs-richard-feynman-no-ordinary-genius/) at Brainpickings.org.
- For more ideas on supporting girls to be classroom leaders, see the Ban Bossy Web site (http://banbossy.com/).
- To see a video demonstrating the law of inertia, visit the WonderHowTo Web site http://science.wonderhowto.com/how-to/experiment-law-inertia-354383).

- To see more ideas for using this text and for many other resources, visit www.achievethecore.org.
- For an example of how to guide students to annotate and question the texts they read, see: Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. 2012. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms* (2nd ed.). San Francisco, CA: Jossey-Bass.

Grade Six – Pages 93–96

Vignette 6.2 Designated ELD Instruction in Grade Six
Using Language Analysis to Deepen Understandings of Complex Text

Background:

Ms. Valenti's sixth grade class of 35 students includes five English learners at the Expanding level of English language proficiency, four who have been in U.S. schools for at least four years and one who arrived to the U.S. a little over a year ago. There are a small number (three to five) of EL students in each sixth grade class, and each of the sixth grade teachers teach their own students designated ELD in small groups, working collaboratively as a team to design lessons and adapt them to students' English language proficiency levels and particular learning styles and needs.

Lesson Context:

The sixth graders in the school have just started reading the memoir "The Making of a Scientist" by Richard Feynman (see the ELA/Integrated ELD Vignette above). Their designated ELD lessons for the next several days are designed to support and enhance their EL students' understandings of the text and their ability to convey their understandings in speaking and writing. In planning these lessons, the teachers notice that the memoir is organized in a way that may not be immediately apparent to their EL students, and Feynman also uses language that may not be familiar to them. They plan to focus their lessons on these areas in ways that attend to the particular needs of EL students at different English language proficiency levels.

After the first reading of the text "The Making of a Scientist," Ms. Valenti invites her five EL students to the teaching table while the rest of the class engages in collaborative tasks they are accustomed to doing independently (e.g., writing e-mails to their pen pals in Vietnam and El Salvador or conducting searches for research projects at the *Internet café* station, observing objects through microscopes and then drawing and writing descriptions about them at the *science lab* station). The EL students bring their copies of the text, "The Making of a Scientist," as well as the focus questions handout with their notes. The learning target and focus standards in Ms. Valenti's lesson plan is provided below:

Learning Target: Students will analyze the language of a familiar complex text to understand how it's organized and how particular language resources are used to convey meanings.
CA ELD Standards (Expanding): *ELD.PI.6.1 – Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas; ELD.PI.6.7 – Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support; ELD.PII.6.1 – Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion; ELD.PII.6.2a – Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.*

Lesson Excerpts:

First, Ms. Valenti explains that they'll be looking closely at the language Feynman chose to use to express his ideas and how he organized this language to produce a whole text that is both a pleasure to read and interesting to discuss and learn from. She tells them that this *language analysis* will help them to read texts more closely and will also give them ideas about the types of language resources they can select to use in their own speaking and writing. In order to contextualize the language analysis in the

bigger goal of making meaning from the text, she asks the students to briefly review their notes from the previous ELA lesson and then share what they thought about the memoir.

Tatiana shares that she liked the way that, rather than merely stating that his father taught him life lessons or principles, Feynman gave examples of how his father made the principles real to him as a child. Sergio shares that he enjoyed discussing the text with others but that, even though some of the language was clarified in the small and whole group discussions, there are still some words and phrases he doesn't quite understand. The other students concur. Ms. Valenti has anticipated this, and she asks them to each select three words from the text that they still don't know as well as they'd like and feel are important to know. She charts the words they've selected and briefly explains their meaning (the words will be added to the class's academic word wall later so the students can reference them in their speaking and writing).

Next, Ms. Valenti facilitates a discussion about the text organization and structure of Feynman's memoir.

Ms. Valenti: Lately, we've been talking a lot about how different types of texts are structured. For example, a couple of weeks ago, we looked at how short stories are usually organized. Would anyone like to briefly remind us of what we learned about how stories are organized?

One student shares that the typical stages of a story are *orientation*, *complication*, and *resolution*, and other students add to the overall structure by sharing what typically happens in each stage. They also share that a story is structured sequentially. In other words, events are presented in order by time.

Ms. Valenti: It sounds like you really understand how a story is structured. A memoir, which is the type of text we read this morning, is structured in similar ways to a story because the author is telling the story of his or her life. So, *usually*, events will be presented sequentially, too. But there are differences. Usually, a memoir will have an orientation—where we find out things like who and where—and then there's a sequence of events, but not necessarily a complication, like a story. And at the end, there's an evaluation, meaning, the author tells you why the events and details they've shared were important or the impact of these events on the author's life. We're going to take a look at where these stages are in "The Making of a Scientist," and we're also going to look at some of the language Feynman uses to show when things are happening.

As she explains the stages of a memoir, Ms. Valenti writes the words *orientation*, *events*, and *evaluation* on the small whiteboard at the table with space below each word. She asks the students to take one minute to look at their copy of the memoir and to see if they can identify these big stages. She tells them not to try to re-read every sentence (they've already read the text twice, and chunks of the text multiple times) but rather, to skim it as they look for the stages and use their pencils to note where they are. Then, she facilitates a discussion about what the students have found.

Azizi: I noticed that he's telling, it's like he's telling little stories inside the memory.

Ms. Valenti: Can you say more about that? What do you mean by "little stories?"

Azizi: Well, here (pointing to where he's marked his text), he's telling a story about the dominoes, how his father taught him about mathematics with the dominoes. And here, he's telling a story about the dinosaurs and the encyclopedia, and then later he's telling a story about the birds.

Tatiana: I have something to add on to what Azizi is saying.

Ms. Valenti: What did you notice, Tatiana?

Tatiana: I noticed that same thing that Azizi is saying, and I also noticed that when he tells the stories, he says something more about the story.

Sergio: Yeah, he …

Ms. Valenti: Just a moment Sergio. I don't think Tatiana was finished.

Tatiana: Here (pointing to her text), it says "But I learned from my father to translate: everything I read I try to figure out what it really means, what it's really saying." First he tells the little stories, and then he tells what his father was teaching him.

Ms. Valenti: Did anyone else notice that about the events, or the little stories of his life?

Sergio: I agree with Tatiana, and I want to add that I noticed that the stories – the events, I mean - are in order. First, he's a baby – no! – (looking at his text) it starts before he's born, and then he's a baby, and then he's a kid.

Ana: I think the orientation is not long. I think the first sentence is the orientation only.

Ms. Valenti: And why do you think that, Ana?

Ana: In the first sentence, he tells us who is going to be in the story, I mean … What's it called again?

Sergio: The *memoir*.

Ana: Yeah, he tells us who is going to be in the *memoir*—his father, his mother, him—and his father tells his mother, "If it's a boy, he's going to be a scientist." I think he's telling us what the story is going to be about. But I don't like that. Girls can be scientists, too.

Ms. Valenti: You are so right, Ana. Girls can be scientists, and there are many famous scientists who are women. I think the reason Feynman wrote that is because, at the time, not a lot of women were scientists. Things were different back then, and women did not have as many chances to be scientists, or lawyers, or even the President of the United States. You all are noticing a lot of things in this text. That's really great thinking. Let's take a moment so I can catch up with you and write some of these details down so we don't forget them.

Ms. Valenti charts what the students have said on the whiteboard under the first two stages (orientation and events). She invites the students who haven't yet shared their ideas to suggest what she should write for the evaluation stage, and they note that, at the end of the memoir, in the last two paragraphs, Feynman tells the reader how his father taught him and what that meant for his career choices.

Ms. Valenti: Okay, we've established the overall stages of the text and that it's written mostly sequentially, or in order. That's something that's the same as the way stories—like the ones we read before—are structured. We've also seen that after each little story—or event—the author tells us what that lesson his father was teaching him. That's something that's different from regular stories, right? Now, we're going to analyze the language a little closer. This time, when we look at the text, I want you to hunt for words and phrases that let us know when things are happening. For example, at the very beginning, the first several words tell us when things are happening: "Before I was born …" By choosing to use those words, Feynman helps us know where in time we are. So, with a partner, go through and talk about any words or phrases that you think tell the reader when things are happening. Then, go ahead and highlight those words and phrases.

The partners spend a couple of minutes searching for the words and phrases. Since there are five students at the table, Ms. Valenti is Raúl's partner. Lately, she's noticed that Raúl has been agitated in class. When she asked him if anything was wrong, he told her his uncle had recently died in a car accident. Accordingly, Ms. Valenti has been making a special effort to make Raúl feel connected to her (e.g., checking in frequently with him during the day, letting him know that she genuinely cares about him). They briefly scan first paragraph of the text together, and then Ms. Valenti asks Raúl if he sees any words or phrases that lets them know when the event is happening.

Raúl: I think … Here, it says he was a little kid, "When I was just a little kid." That's telling that it's later—after he was a baby.

Ms. Valenti: Let's read that sentence again. (They read the sentence together.)

Raúl: Oh! He's a baby here, I think, because he's in the highchair, so he has to be a baby. So it's … It happens after the start, *after* the orientation because there it says "Before I was born." This is the first story, when he's a baby.

Ms. Valenti: And how does Feynman let us know that?

Raúl: Cuz he's saying things like, before this, when that, then later on he says (searching in the text) "When I was a small boy …"

Ms. Valenti: Yes, so Feynman is helping the reader along by telling us when in time we are: before he was born, when he was a baby, when he was a small boy, and so on.

When Ms. Valenti debriefs with the group, the partners share that they found other language resources the author used to sequence the events and tell when things happened in time. For example, at one point, Feynman uses the term "We used to go," and Ms. Valenti points out that this phrase lets the reader know that it happened a long time ago, but that it happened often. Tatiana points out that another way the memoir is similar to a story is that the verbs are in the past tense (they had previously noted this when they analyzed the language of stories).

Ms. Valenti concludes the lesson by asking the students to be on the lookout for the ways the stories or memoirs or other text types are structured and the way the authors use language differently. She tells them that paying attention to these things will help them to be better readers and writers.

Next Steps:

During ELA with the whole class the next day, Ms. Valenti facilitates a similar discussion about how Feynman's memoir is structured, delving deeper into the language resources he used and the ways in which he constructed his paragraphs and sentences, not to mention the sections with dialogue. During designated ELD, Ms. Valenti uses the CA ELD Standards as a guide to help her focus more intensively on the language learning needs of her ELs and to target the challenging language in the texts students are reading during ELA and other content areas so that they can better comprehend them.

Resources:

To read more about engaging students in discussions about language and how it makes meaning, see:

Gibbons, Pauline. 2008. "'It Was Taught Good and I Learned a Lot': Intellectual Practices and ESL Learners in the Middle Years." *Australian Journal of Language and Literacy* 31 (2): 155–173.

Schleppegrell, Mary J. 2013. "Language and Meaning in Complex Texts." *Perspectives on Language and Literacy,* Summer: 37-40.

Grade Seven – Pages 121–125

Vignette 6.3 English Language Arts Instruction in Seventh Grade
"You Are What You Eat:" Close Reading of an Informational Text

Background

Mrs. Massimo is an English language arts (ELA) teacher and is part of an interdisciplinary team that also includes social studies, science, and math teachers. The team plans lessons together in order to address a variety of genres of literature and informational texts throughout the year, which relate to themes. For the "You Are What You Eat" thematic unit on food, nutrition, and agribusiness, Mrs. Massimo is having her seventh grade students read *The Omnivore's Dilemma: The Secrets Behind What You Eat (Young Reader's Edition)* by Michael Pollan. This nonfiction text examines how food is produced in the United States today and what alternatives to those production methods are available. Mrs. Massimo's seventh grade English class has 32 students, including 2 students with mild learning disabilities, ten English learners at the Expanding level of English language proficiency (most of whom have been in the United States since the primary grades of elementary school), and two English learners at the Emerging level of English language proficiency who have been in U.S. schools for just over a year.

Mrs. Massimo and her team know that middle school is a critical time to prepare students for the increasingly complex texts they will encounter across the disciplines as they progress through secondary schooling. They make strategic decisions about how to address academic literacy in their instruction, and they use the CA ELD Standards to ensure they are attending to the language learning needs of their English learners.

Lesson Context

This lesson occurs in the second week of the unit. Mrs. Massimo has shown students a documentary about processed foods, and the class has engaged in lively discussions about the types of foods they like and/or should be eating to be healthy. In this lesson, she continues to build students' content knowledge of food and nutrition by focusing on the modern farming industry. She guides them to closely read a short passage from the text by Michael Pollan and facilitates a class discussion about it, prompting them to cite evidence from the text to support their ideas.

Learning Targets: The students will unpack the meanings in a short text about agribusiness and engage in collaborative conversations about the text.
CA CCSS for ELA/Literacy: *RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events); RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone; SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.*
CA ELD Standards (Expanding): *ELD.PI.7.1 – Contribute to class, group, and partner discussions; ELD.PI.7.6a – Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts … with moderate support; ELD.PI.7.6c – Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.*

Lesson Excerpts

First, Mrs. Massimo activates her students' background knowledge by reading a short passage aloud as all students follow along with their own copies of the text. The passage is related to what students will read and also contains many of the same words they will encounter (e.g., *agribusiness, fertilizer, chemicals, yield*). This way, Mrs. Massimo intentionally provides her students with modeling of how intonation and prosody for the text sound, as well as how to pronounce unfamiliar words. She also models the use of different types of comprehension strategies, including pointing out general academic and domain-specific vocabulary that is key to understanding the text, asking herself clarifying questions as she reads or stopping to summarize what she's read every so often (i.e., thinking aloud her metacognitive processes).

Next, Mrs. Massimo asks the students to read the next passage independently and to consider some text-dependent questions as they do. She asks them to jot down their responses to the questions, as well as any questions they have about the text and any unfamiliar vocabulary they encounter, in their reading journals. (Previously, Mrs. Massimo has met separately with the two English learners at the Emerging level to ensure they understand the meaning of the questions, as well as to preview the content knowledge embedded in the text they will read.) The questions she asks the students to think about as they read the text for the first time are the following:

- What is this text mostly about?
- What are some key events or details that help us understand what the text is mostly about?
- What are some words necessary for discussing the ideas?

Excerpt from the text (Chapter 3, From Farm to Factory)

It may seem that I've given corn too much credit. After all, corn is just a plant. How could a plant take over our food chain and push out almost every other species? Well, it had some help—from the U.S. Government.

At the heart of the industrial food chain are huge businesses, **agribusinesses**. The same businesses that create new seeds provide farmers with the tools and fertilizer they need to grow lots of corn. Agribusinesses also need cheap corn from which they make **processed food** and hundreds of other products. To get the corn flowing and keep it flowing, agribusiness depends on government **regulations** and taxpayer money.

The government started seriously helping corn back in 1947. That was when a huge weapons plant in Muscle Shoals, Alabama switched over to making chemical fertilizer. How can a weapons plant make fertilizer? Because **ammonium nitrate**, the main ingredient in explosives, happens to be an excellent source of **nitrogen**. And nitrogen is one of the main ingredients in **fertilizer**.

After World War II, the government found itself with a tremendous surplus of ammonium nitrate. There was a debate about what the government should do with the leftover bomb material. One idea was to spray it on forests to help out the timber industry. But the scientists in the Department of Agriculture had a better idea: Spread the ammonium nitrate on farmland as fertilizer. And so the government helped launch the chemical fertilizer industry. (It also helped start the **pesticide** industry, since insect killers are based on poison gases developed for the war.)

Chemical fertilizer was needed to grow **hybrid corn** because it is a very hungry crop. The richest acre of Iowa soil could never feed thirty thousand hungry corn plants year after year without added fertilizer. Though hybrids were introduced in the thirties, it wasn't until farmers started using chemical fertilizers in the 1950s that corn yields really exploded.

After students read the text independently, Mrs. Massimo asks them to discuss their notes in triads for five minutes and to come to a consensus on their responses to the questions. This gives them an opportunity to collaboratively unpack the meanings in the text before she narrows in on the key ideas

she wants them to focus on next. Mrs. Massimo groups the students into triads, making sure students can work well together and complement each other's strengths and areas for growth (e.g., a student who has an expansive vocabulary paired with one student who is a good facilitator and another who has a deep interest in science). She also ensures that the two English learners at the Emerging level are each in a triad with a *language broker*, that is, another student who can support their understanding by using their primary language.

After their small group discussion, Mrs. Massimo pulls all groups together for a whole group discussion. She has prepared some text-dependent questions to facilitate the discussion, which she asks as follow up questions as the groups share out their responses:

- What is agribusiness?
- How did the U.S. government help launch the chemical fertilization industry?
- Why are chemical fertilizers so important and necessary to agribusiness?

As students share out, she charts their responses on the document reader.

Julissa: Our group said this text is mostly about the big businesses that make processed food. They used the chemicals from the weapons factory to make fertilizers for the farms.

Mrs. Massimo: I see. And what word was used in the text to refer to those big businesses that grow food?

Julissa: (Looking at her notes.) Agribusinesses?

Mrs. Massimo: (Writes *agribusiness* on the board.) Yes, let's make sure everyone writes that down in their notes. That term is critical for understanding the meanings in the text we're reading. Based on your understandings, how should we define *agribusinesses*?

Mrs. Massimo guides the class to define the term in their own words, prompting them to refer to their notes and to go back into the text to achieve a precise definition. Here is what the class generates:

Agribusinesses: *Huge companies that do big farming as their business. They sell the seeds, tools, and fertilizer to farmers, and they also make processed foods.*

Mrs. Massimo continues to facilitate the conversation, prompting the students to provide details about the text, using evidence they cited while reading independently and in their collaborative conversations. She also clarifies any vocabulary that was confusing and that the students were unable to define in their small group discussions. She anticipated certain words that might be unfamiliar to students (bolded words in the text excerpt) and has prepared short explanations for them, which she provides to students.

When students' responses are incomplete or not detailed enough, she prompts them to elaborate.

Mrs. Massimo: Why are chemical fertilizers so important and necessary to agribusiness?

Sandra: They help the food grow.

Mrs. Massimo: Can you say more about that?

Sandra: It has something in it that the crops need to grow. Nitra- (looks at her text) nitrogen. It was in all the ammonium nitrate they had at the weapons factory. And nitrogen helps the plants to grow. So they had all this ammonium nitrate, and they made it into chemical fertilizer, and that helped the corn—the hybrid corn—grow more.

Mrs. Massimo: Okay, so why was it so important for the agribusinesses to have this chemical fertilizer and for the hybrid corn to grow?

Sandra: Because they need a lot of cheap corn to make processed foods.

Most of the meanings of words in this text can be determined from careful reading of the context. As a review during the discussion of the text-dependent questions, Mrs. Massimo reviews how to learn

vocabulary from contextual clues. For example, she shows the students the following sentences from the text and explains that the definition of a challenging word can be embedded within the sentence (in an appositive phrase set off by commas), or in a sentence following the challenging word, for example: *Because **ammonium nitrate**, the main ingredient in explosives, happens to be an excellent source of **nitrogen**. And nitrogen is one of the main ingredients in fertilizer*.)

Mrs. Massimo also points out that the connector *because* introduces a dependent clause—that is, a clause that should be combined with a complete sentence—yet here the clause stands alone as a fragment.

Mrs. Massimo: Why do you think the author chose to do this? Take a look at the text and briefly talk with your group. (Waits for 30 seconds.)

Tom: The sentence that comes before it is a question, "How can a weapons plant make fertilizer?" so he's just answering his question.

Mrs. Massimo: Is that the style we usually see in an academic text we're reading?

Tom: No, it seems like he's trying to make it seem like he's having a conversation with us, like he's being more informal.

Mrs. Massimo: Yes, in everyday conversation, responding to a question and starting with *because* is natural. This passage is helping to define unfamiliar terms and concepts by using a more conversational style. That leaves us with an incomplete sentence, but Pollan is making this choice deliberately. He's really thinking about the audience when he chooses to write like that. He wants to connect with them in a more conversational tone. When you're having a conversation, and even when you write sometimes, you can also make that choice. But you also need to consider your audience and remember that usually, when you're writing for school, you need to use complete sentences.

Next Steps

After the lesson, Mrs. Massimo again pulls aside her two English learners at the Emerging level to ensure they understood the critical points of the text. She reviews their notes in their journal and has a brief discussion with them, clarifying as needed and reinforcing the meanings of some of the vocabulary used that day.

Later on in the unit, Mrs. Massimo will guide the students to write arguments about topics related to the "You Are What You Eat" theme. As they write, the students will use a rubric to ensure that their arguments support their claims with clear reasons and relevant evidence, maintain a formal style, and use appropriate text structure and organization.

Source:

Lesson adapted from the close reading lesson for grade seven at achievethecore.org and the CA ELD Standards, Chapter Five.

Resources

The original lessons and complete reading text are available at:
http://www.achievethecore.org/page/31/the-omnivore-s-dilemma-the-secrets-behind-what-you-eat-by-michael-pollan
Achieve the Core has other CCSS-aligned lessons at each grade level as well as student work samples:
www.achievethecore.org

Grade Seven – Pages 125–130

Vignette 6.4 Designated ELD Instruction in Seventh Grade
Unpacking Arguments: Text Organization and Language for Persuading

Background

During designated ELD, Ms. Quincy, the school's English as an additional language specialist, teaches a class of English learners, most of whom are at the Expanding level of English language proficiency. Most are long-term English learners, that is, they have been in U.S. schools since the elementary grades, but have not reached academic proficiency in English, according to state assessments. A few English learners in this class are at the Emerging level of English language proficiency. They have been in the country for a little over a year, are progressing well, and are already fairly fluent in everyday English. All of the students experience challenges using academic English when writing academic papers or providing oral presentations. Ms. Quincy focuses her attention on supporting her students to strengthen their abilities to use academic language in both writing and speaking, using grade-level texts.

Lesson Context

Ms. Quincy collaborates with an interdisciplinary team that includes Mrs. Massimo, the ELA teacher, on a series of lessons where students read informational texts for the cross-disciplinary thematic unit on food, nutrition, and agriculture, "You Are What You Eat." Ms. Quincy and Mrs. Massimo worked together to design a series of designated ELD lessons that build into and from the interdisciplinary unit. They want to ensure their English learners will be successful with the literacy tasks they engage in throughout the unit and will be well prepared for the unit's culminating task: a written argument supported by evidence from the texts and media they used for their research on the topic.

Both teachers have noticed that many of the English learners in Mrs. Massimo's class are challenged by some of the academic texts they are reading and by the short writing assignments that are leading up to the research project. As the unit progresses, Ms. Quincy adjusts her lessons to ensure her students receive the appropriate level of scaffolding to meet the high expectations she and Mrs. Massimo have for them. In today's lesson, Ms. Quincy will begin guiding the students to analyze several mentor texts—arguments written by previous students, as well as newspaper editorials. The class will be looking closely at the language resources the writers used to persuade readers to think a certain way or do something. The learning target and CA ELD Standards for today's lesson are the following:

Learning Target: Students will analyze a written argument, focusing on the text structure and organization and language resources useful for persuading.
CA ELD Standards (Expanding): *ELD.PI.7.1 – Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas; ELD.PI.7.4 – Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience; ELD.PII.7.1 – Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives; ELD.PII.7.2b – Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.*

Lesson Excerpts

Ms. Quincy begins by activating students' background knowledge of persuading by asking them to discuss the following question with a partner:

Have you ever tried to persuade someone to do something? What did you say? How did you say it? Did it work?

After the students have had a couple of minutes to discuss the questions, she explains the purpose of constructing arguments.

Ms. Quincy: When we make an argument, our purpose is to persuade someone to think a certain way or to do something. You're very familiar with trying to persuade people with good reasons in a conversation. The way we persuade people in a conversation is different than the way we persuade others in writing. When we write to persuade others, there are certain language resources we can use to construct a strong argument. We're going to take a look at those language resources, and we're going to look at how an argument is structured so that you can write arguments later in this unit.

Ms. Quincy distributes copies of an argument written by a student the previous year. She also displays the text on the document reader. She begins by having the students read the text chorally with her. The content of the text is familiar as the class is in the middle of the thematic unit on food, nutrition, and agribusiness. Nevertheless, she ensures that they understand the general idea of the text by telling them that the text is an argument, written as a school newspaper editorial, for serving organic foods in the cafeteria. She tells them that as they analyze the text structure, they'll gain a deeper understanding of the meaning of the text.

Next, she shows them the text structure and organization of the mentor text by breaking the text up into meaningful chunks. She draws a line to separate each large chunk, or *stage*, and in the left-hand column, she explains that they will use the terms *position statement, arguments,* and *reiteration of appeal* to indicate what these stages are. Under each stage, she writes what the *phases* of each stage are and explains that the phases show where the writer is making deliberate choices about how to use language to get her idea across. Knowing where the stages and phases are, she tells them, will help them to read the argument, and it will also give them ideas about how to structure their own arguments. She has the students write the stages and phases on their copy of the text.

Stages (bigger chunks) and *Phases (smaller chunks inside stages)*	**Title:** ***"Our School Should Serve Organic Foods"***
Position Statement *Issue* *Appeal*	All students who come to Rosa Parks Middle School deserve to be served healthy, safe, and delicious food. Organic foods are more nutritious and safer to eat than non-organic foods, which are treated with pesticides. Our school *should* serve only organic foods because it's our basic right to know that we're being taken care of by the adults in our school. Organic foods *might* be more expensive than non-organic foods, but I think we can all work together to make sure that we eat only the healthiest foods, and that means organic.
Arguments *Point A* *Elaboration*	**Eating organic foods is safer for you because the crops aren't treated with chemical pesticides like non-organic crops are. According to** a recent study by Stanford University, 38% of non-organic produce had pesticides on them compared with only 7% of organic produce. Some scientists say that exposure to pesticides in food is related to neurobehavioral problems in children, like ADHD. Other studies show that even low levels of pesticide exposure can hurt us. I definitely don't want to take the risk of poisoning myself every time I eat lunch.
Point B *Elaboration*	**Organic food is more nutritious and healthier for your body.** The Stanford University study also reported that organic milk and chicken contain more omega-3 fatty acids than non-organic milk and chicken. Omega-3 fatty

	acids are important for brain health and also might help reduce heart disease, so we should be eating foods that contain them. **According to** Michael Pollan and other experts, fruits and vegetables grown in organic soils have more nutrients in them. They also say that eating the fruits and vegetables close to the time they were picked preserves more nutrients. This is a good reason to get our school food from local organic farms. Eating local organic foods helps keep us healthier, and it also supports the local economy. We *might* even be able to get organic crops cheaper if we work more with local farms.
Point C *Elaboration*	**Organic foods are better for the environment and for the people who grow the food.** Farmers who grow organic produce don't use chemicals to fertilize the soil or pesticides to keep away insects or weeds. **Instead,** they use other methods like beneficial insects and crop rotation. This means that chemicals won't run off the farm and into streams and our water supply. This helps to protect the environment and our health. **In addition,** on organic farms, the farmworkers who pick the food aren't exposed to dangerous chemicals that *could* damage their health. This isn't just good for our school. It's something good we *should* do for ourselves, other human beings, and the planet.
Reiteration of Appeal	**To put it simply,** organic foods are more nutritious, safer for our bodies, and better for the environment. But there's another reason we *should* go organic. It tastes better. Non-organic food can sometimes taste like cardboard, but organic food is always delicious. When I bite into an apple or a strawberry, I want it to taste good, and I don't want a mouthful of pesticides. Some people *might* say that organic is too expensive. I say that we can't afford to risk the health of students at this school by not serving organic foods. **Therefore,** we *must* find a way to make organic foods part of our school lunches.

From Chapter Five of the CA ELD Standards (used with permission from WestEd)

Once the students have the stages of their arguments delineated, Ms. Quincy models how she locates key sentences, which she highlights:

- **The position statement:** All students who come to Rosa Parks Middle School deserve to be served healthy, safe, and delicious food.
- **The issue:** Organic foods are more nutritious and safer to eat than non-organic foods, which are treated with pesticides.
- **The appeal:** Our school *should* serve only organic foods because it's our basic right to know that we're being taken care of by the adults in our school.

She underlines the arguments and briefly notes that the rest of the paragraphs elaborate on the arguments.

Ms. Quincy: We're going to be looking at text structure and organization a lot over the next couple of weeks, so if things aren't clear right now, don't worry. What I want to spend most of our time on today is all the different kinds of language resources you can choose when you write an argument. We'll be looking at a lot of different arguments that some students your age wrote, as well as some newspaper articles that are arguments, so that you can see that there are a lot of language resources you can choose from.

Thyda: What do you mean "language resources?"

Ms. Quincy: A *resource* is something that can be used by you to do something. Language resources are words or groups of words that help you make meaning and do the things you are trying to get done with language. Some language resources help you put ideas together in sentences, like when you use the words *and* or *but* or *because*. Other resources help you be really precise in your meanings, like specific

vocabulary, for example. Because we're focusing on argument texts, we're going to explore which kinds of language resources are used in arguments to help make the text more persuasive.

Ms. Quincy models how she identifies language resources by reading the first paragraph. She stops at the word *should*. She highlights the word and points out that it is a modal verb that expresses the point of view of the author. The word *should*, she points out, makes the statement much stronger than if the author had used the words *could* or *can*. The modal *should* tells us what the author thinks is right or best; the modals *could* and *can* tell us what the author thinks is possible.

She writes this observation in the margin. Next, she asks the students to work together in pairs to explore the rest of the text, paragraph by paragraph, and to work collaboratively to identify other language resources that make the text persuasive. She asks them to underline these language resources, agree on why the language is persuasive, and to then write their ideas in the margin. (She has each student at the Emerging level of English language proficiency work with two other students at the Expanding level who she knows will support and include them in the task.) As the students are exploring the text, she walks around the classroom so that she can provide support when needed and can observe which language resources they find.

Samuel: "According to a recent study by Stanford University"—it seems like they're using that to show there's proof.

Mai: It seems like they're using what?

Samuel: The words at the beginning, "according to."

Mai: Yeah, because after that they have some numbers about pesticides, "38% of non-organic produce had pesticides on them compared with only 7% of organic produce." If they just said that, without *according to*, then it sounds less important or official.

Samuel: Let's underline that and say it makes it sound important and official.

Ms. Quincy: Can you say a little more about that? What do you mean by "important and official"?

Mai: It's like, he can say the numbers, but when you say "according to a study," then that means there's evidence.

Samuel: Or if you say "according to a scientist," that means someone important thinks it's true.

Ms. Quincy: Like an expert?

Samuel: Yeah, a scientist is like an expert on things, and a study is like evidence, so if you say "according to" that expert or that evidence, that makes your argument stronger.

Ms. Quincy carefully observes the students at the Emerging level of proficiency and steps in when extra scaffolding is needed. She will also check in with these students at the end of class to ensure that they understood the purpose of the task and the ideas discussed.

After ten minutes of exploration, Ms. Quincy pulls the class together and asks them to share their observations. She writes their observations on chart paper so that the students can continue to add their ideas over the next two weeks and can refer to it when they begin to construct their own arguments.

Language Resources Useful for Writing Arguments		
Language resource and examples	**Example from the text**	**What it does**
According to + (noun or pronoun), statement.	**According to** Michael Pollan and other experts, fruits and vegetables grown in organic soils have more	lets you cite evidence or an expert; makes it sound more official

	nutrients in them.	
Modal verbs: should, would, could, might, may, must	Our school *should* serve only organic foods … Organic foods *might* be more expensive …	makes statements stronger or softer; lets the reader know that you believe something or doubt it's true
Judging words: deserve, basic right, more nutritious, safer	… it's our *basic right* to know that we're being taken care of by the adults in our school.	shows how the author is judging or evaluating things
Precise words and academic words: nutritious, organic produce	Some scientists say that *exposure* to *pesticides* in food is *related to neurobehavioral problems* in children, like ADHD.	makes the reader think you know what you're talking about and gets at the meaning you want

Ms. Quincy points out that there's an important reason for using terms like *according to*.

Ms. Quincy: I agree that it does make the writing seem more *official*. But there's an important reason why we use terms like *according to*. We have to attribute facts to their source. That means that we have to say where the facts came from, and *according to* is one way to do that. Facts aren't always just facts. They come from somewhere or from someone, and we have to make judgments about where they came from, the source. We have to decide if the source is *credible*, or rather, if they are someone who knows enough to be able to give us these facts. There are lots of ways to do this. For example, we could also say something like, "Scientists at Stanford found that …"

The students have also noted that there are some words that help connect ideas throughout the text together. In their planning, Mrs. Massimo and Ms. Quincy had anticipated this, and they created a chart that they would each use in their classrooms to support students with cohesion (how a text hangs together and flows). Ms. Quincy writes the *text connectives* the students identify *(in addition, instead, to put it simply, therefore)* and provides them with other text connectives that are useful for cohesion. (The class will add additional terms to the chart over time.)

Why use?	Which text connectives to use (to help create cohesion)
adding ideas	*in addition*, also, furthermore
sequence	first of all, finally, next, then, to begin with, lastly
example	for example, to illustrate, for instance, to be specific, in the same way
results	as a result, as a consequence, consequently, therefore, for this reason, because of this
purpose	to this end, for this purpose, with this in mind, for this reason(s)
comparison	like, in the same manner (way), as so, similarly
contrast	*instead,* in contrast, conversely, however, still, nevertheless, yet, on the other hand, on the contrary, in spite of this, actually, in fact
summarize	*to put it simply,* in summary, to sum up, in short, finally, therefore, as you can see

Next Steps

Over the next two weeks, Ms. Quincy will continue to work with students to analyze other mentor texts, deconstruct some of the sentences in them, and discuss the language resources in the texts. Once the students have had many opportunities to deconstruct these texts, she will guide them to help her co-construct an argument on the theme, using the text structure and organization of arguments, as well as some of the language resources they have identified.

When Ms. Quincy and Mrs. Massimo meet for collaborative planning later that week, they discuss how the lesson went. Ms. Quincy shares that the students responded well but that there were some questions that were difficult to answer. Mrs. Massimo invites Ms. Quincy to come into her ELA class the following week to co-teach a lesson on language resources in arguments so that she can learn how to show all of her students how to identify and use language for persuading. With both of them working on this area of language development, Mrs. Massimo suggests, perhaps some of the students' questions will become easier to answer.

Source:

Lesson developed using the CA ELD Standards, Chapter Five, and Derewianka and Jones (2012).

Resources

For further reading on teaching students about the language resources of different text types, see:

Derewianka, Beverly, and Pauline Jones. 2012. *Teaching Language in Context.* Melbourne, Australia: Oxford University Press.

Gibbons, Pauline. 2009. *English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone.* Portsmouth, NH: Heinemann.

Chapter 8 – Pages 158–165

Vignette 6.5 Integrated ELA and Social Studies Grade Eight
Freedom of Speech: Analyzing Complex Texts Collaboratively

Background:

Mr. Franklin, an eighth grade English teacher, Ms. Austin, his social studies colleague, and Mrs. García, the school's English language development specialist, frequently collaborate on interdisciplinary projects. Mrs. García frequently plans with the teachers and co-teaches some lessons in order to support the students who are ELs, most of whom are at the Bridging level of English language proficiency (ELP), as well as students who are newly reclassified as English Proficient (RFEP). Recently, the teachers decided to work together to address an issue that came up in their classes. The school's principal had asked a student to change her T-shirt because, according to the principal, it displayed an inflammatory message. Some students were upset by the principal's decision and felt that their right to freedom of speech had been violated, citing the U.S. Constitution. Their position was that the T-shirt was an expression of their youth culture and that they had a right to display it.

Eager to use this *teachable moment* to promote critical thinking, content understandings, and disciplinary literacy, the teachers worked collaboratively to create a series of lessons on the First Amendment so that their students would be better equipped to first determine whether or not their First Amendment rights had been violated and, if so, engage in civil discourse in order to, possibly, persuade the principal to reconsider his decisions. While the teachers plan to discuss how the First Amendment establishes five key freedoms of expression for Americans—freedom of religion, freedom of speech, freedom of press, freedom to assemble peacefully, and freedom to petition the government—they will delve most deeply into that which seems to be most relevant to the students at the moment: freedom of speech.

Lesson Context:

The two-week long unit the teachers designed includes reading and discussing primary and secondary sources, viewing media, writing short texts, and engaging in a debate. The culminating writing task is a jointly constructed letter to the principal advocating for particular decisions and actions around student free speech, an idea that the teachers and principal generated as a purposeful application of student learning. Mr. Franklin and Ms. Austin have selected three documents for close reading and analysis.

They agree that in her social studies class, Ms. Austin will review the events leading up to the writing of the Constitution and facilitate students' reading of the First Amendment of the Bill of Rights. She'll also engage them in learning about the role of the Supreme Court pertaining to cases related to the First Amendment. In English class, Mr. Franklin will facilitate students' reading and discussion of four Supreme Court decisions: *Tinker v. Des Moines Independent Community School District, Bethel School Dist. No. 403 v. Fraser, Morse v. Frederick,* and *Hazelwood School District v. Kuhlmeyer*. Each text is about one page long and is at a text complexity level suitable for students at this grade level. Mr. Franklin will guide students in a highly structured reading of Tinker v. Des Moines and then facilitate an expert group jigsaw for reading the three other cases. The close reading tasks, as well as additional research they will conduct, will prepare the students to engage in a classroom debate about the topic.

The teachers' goal is to support their students to begin to formulate a position about the rights and restrictions of free speech in public schools and convey this position through spoken and written language, using evidence to support their ideas. In preparation for the lessons, they themselves analyze the texts in order to clarify their understandings. Mrs. García helps them to identify language and concepts that may be particularly challenging for some of their EL students, as well as other culturally and linguistically diverse students. She also has an opportunity to learn more about the content the teachers are teaching so that she can help her students make connections to it during designated ELD. Excerpts from the four texts the teachers examine are provided below:

- **First Amendment to the U.S. Constitution of the United States (1791) states:**

  "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people

peaceably to assemble, and to petition the Government for a redress of grievances."

- **Tinker v. Des Moines (1969)**

  Court Ruling: Student expression may not be suppressed unless it substantially disrupts the learning environment.

  In December 1965, John and Mary Beth Tinker of Des Moines, Iowa, wore black armbands to their public school as a symbol of protest against American involvement in the Vietnam War. When school authorities asked the students to remove their armbands, they refused and were subsequently suspended. The Supreme Court decided that the Tinkers had the right to wear the armbands, with Justice Abe Fortas stating that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

- **Bethel School Dist. No. 403 v. Fraser (1987):**

  Court Ruling: Schools may sanction students for using indecent speech in educational settings.

  A student who gave a sexually suggestive speech at a high school assembly was suspended. The Supreme Court ruled that offensively vulgar, lewd, and indecent speech is not protected by the First Amendment and that school officials could sanction students for this type of speech since they need to have the authority to determine appropriate speech for educational environments, stating that the "constitutional rights of students in public school are not automatically coextensive with the rights of adults in other settings."

- **Hazelwood v. Kuhlmeier (1988):**

  Court Ruling: Administrators may edit the content of school newspapers.
  In May 1983, Hazelwood East High School Principal Robert Reynolds removed pages from the school newspaper because of the sensitive content in two of the articles. The articles covered teenage pregnancy at the school and the effects of divorce on students. The Supreme Court decided that Principal Reynolds had the right to such editorial decisions, as he had "legitimate pedagogical concerns."

- **Morse v. Frederick (2007)**

  Court Ruling: School officials can prohibit students from displaying messages or engaging in symbolic speech that promotes illegal drug use.

  At a school-supervised event, student Joseph Frederick displayed a banner that read "Bong Hits 4 Jesus," a slang reference to smoking marijuana. Deborah Morse, the school's principal, confiscated Frederick's banner and suspended him from school for ten days, citing a school policy that bans the display of material advocating illegal drug use. Frederick sued, and the Supreme Court ruled that school officials can prohibit students from displaying messages that promote illegal drug use.

The learning target for the first few days of lessons and the focal standards addressed in them are provided below:

Learning Target: Students will analyze four landmark court cases about students' First Amendment rights to free speech to determine to what extent these rights are protected.
CA CCSS for ELA/Literacy: *RI.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; RI.8.2 – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text; SL.8.1c – Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion; L.8.4c – Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.*
CA ELD Standards (Bridging): *ELD.PI.1 – Come to discussions prepared, having read or*

researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion; ELD.PI.2 – Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience; ELD.PI.6a – Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.

Related CA History-Social Science Standards:

8.2 - Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

Lesson Excerpts:

Mr. Franklin provides an overview of the unit, telling them that, over the next two weeks, they'll engage in a variety of reading, writing, discussion, and viewing tasks in order to learn more about their freedom of speech rights so that they can articulate a civil response to the principal's decision. He explains that, today, they will begin reading about one of several court cases that will provide them with information about freedom of expression in public schools. The *big question* they will be learning to address is the following:

Should students be allowed to express any message or point of view while they are at school?

He posts this big question on the wall, in a section that he has prepared for posting terms and photographs related to the unit, as well as current news articles related to free speech. He previews several terms (such as *symbolic act, prohibit, majority opinion, minority opinion, exercise rights, in favor of*) from the texts, which he suspects will be challenging or new for them, and he also highlights some words for which they may know other meanings than those that are in the text (such as *exercise*). He provides the students with a First Amendment Cases terms sheet, which contains the words, as well as their explanations and an example of the terms in use.

Mr. Franklin briefly previews the content of the short Tinker v. Des Moines text, and he provides a quick overview of the historical context for the case (the Vietnam War, the 1960's). He shows the students photographs of anti-war protests in the U.S. and a short video (http://www.youtube.com/watch?v=SqQvygBVSxA) about the case made by a high school student. He asks the students to discuss their initial impressions about the case so far in their table groups.

He then asks the students to follow along as he reads the Tinker v. Des Moines text aloud, referring to their terms sheet if needed. Before reading, he asks them to just try to get the big ideas in the text and not to worry too much about the details, and he lets them know that they'll be reading the text two more times. As he reads, he stops at strategic points in the text to explain terms and model good reading behaviors, such as thinking aloud to summarize what he's read or to figure out challenging words. After he reads, he asks students to turn to a partner and briefly discuss what they think the text is about. He acknowledges that the text is challenging, both in terms of the content and the language used.

Mr. Franklin: This is a pretty complex text, and you might not know every single word or understand everything perfectly the first time you listen to or read this. With texts like this one, you need—I even need—to read it several times because there are lots of layers in it. That's the kind of reading we're going to be doing: layered reading. I like to call it that because each time you go back to the text and read it again, you peel away the different layers of meaning, just like you can pull away the layers of this artichoke.

As he explains, he pulls out a real artichoke. He tells them that in order to get to the heart of the artichoke, he has to work at it and peel away first the outer layers and then the inner layers, and then finally, when he gets to the center, he has to do some additional peeling away in order to get to the heart. He shows them a photo of a peeled artichoke with all of the leaves piled high on a plate.

Mr. Franklin: What's interesting to me is that once I've peeled away the layers, there's more on

my plate than when I started peeling. That's how it is when you read a text very closely, in a layered way: you end up understanding more about the text each time you read it, with more on you plate than when you started.

He provides his students with a handout of *focus questions*, and he discusses the questions with them to make sure they understand what to look for. The focus questions for the Tinker v. Des Moines text are provided below:

Tinker v. Des Moines Focus Questions
1. What was the case about? 2. How did the three students involved in this case participate in expressing "symbolic speech?" 3. How did the school try to justify *prohibiting* the students' rights to free speech? 4. Why did the Supreme Court rule in favor of the students and say that the school did **not** have just cause (fair reasons) for banning the armbands?

He asks the students to read the short text independently and to write their comments in the margins of the text and to take notes on the focus questions handout. Each student has a dictionary to look up unfamiliar words as they are reading independently, including bilingual dictionaries for students who choose to use them. (Earlier that morning during designated ELD, Mrs. García previewed the text and the focus questions for the EL students at the late Emerging and early Expanding levels of ELP.)

Next, Mr. Franklin asks them to read the text again with a partner, taking turns to read chunks of the text and adding notes to their focus questions handout. Mr. Franklin then asks the partners to join one or two other sets of partners to discuss their notes. As they engage in their discussions, he listens in to determine how they are interpreting the information. Julissa, Caitlin, Sirtaj, and Liam are discussing the text at their table.

Julissa: Caitlin and me said that the Supreme Court ruled for the students because they were quiet and not making any problems when they were wearing the armbands. They weren't – what did it say (looking at her notes) – they weren't disrupting the school activities.

Caitlin: Yeah, can I add something? There's something here about that, about them not disrupting what was happening in school. The judges said, "There is no indication that the work of the schools or any class was disrupted … there were no threats or acts of violence on school premises." So, the Supreme Court ruled in their favor because they weren't really interfering with the other students' rights.

Sirtaj: I think that's why the school was wrong. The Supreme Court said that they had to protect the free speech at school, for the students' free speech. Here it says, "… students are entitled to freedom of expression of their views…" and here, it says that what the school did "is not constitutionally permissible."

Caitlin: What does that mean? *Constitutionally permissible*?

Julissa: It sounds like permission. Like they don't have permission to do that.

Caitlin: So, they don't have the permission to do that in the constitution?

Liam: Yeah, I think that's what that means. So schools can't tell students they can't wear something unless they have evidence that it's disrupting what's happening in the school or that it's interfering with the rights of other students. If they don't have evidence, then it's not permitted in the constitution.

Mr. Franklin: Can you say a bit more about why the Supreme Court ruled in favor of the students?

Julissa: The judges said that the students weren't hurting anyone at the school when they were wearing the armbands. They were just expressing their beliefs about the

Vietnam War in a peaceful way. They weren't saying it, but they were showing it in a (looking at her notes), in a *symbolic way*.

Mr. Franklin: And what was guiding the Supreme Court's decision?

Julissa: It just wasn't fair. It wasn't … it wasn't fair in the First Amendment, and the judges had to look at the First Amendment when they decided if it was fair.

The groups continue to discuss the focus questions, going back into the text to find evidence and clarify their thinking. To wrap up the day's lesson, Mr. Franklin asks his students to discuss the following question at their table groups for a few minutes and to then spend a couple of minutes responding to the following question:

How might a school justify *protecting* its students' rights to free speech?

The next day, now that Mr. Franklin's students have had an opportunity to use the *layered reading* process on one text, he has them follow the same process for reading three other texts. This time, however, he will split the class into three groups. Each group will read only one of three cases (Bethel School Dist. No. 403 v. Fraser, Morse v. Frederick, or Hazelwood School District v. Kuhlmeyer). They will have an opportunity to discuss the focus questions and the text with an *expert partner*, or another who read the same text, and then a second time with an *expert group* comprised of four to six students who read the same text. The following day, they will meet in *jigsaw groups* comprised of six students—with two students who read each text—so that each set of partners can share what they learned from their text and learn about the other two texts, which they didn't read.

Once the students have had a chance to delve deeply into the four texts by reading them closely and discussing them in depth, they'll apply this knowledge in a variety of ways in collaboration with others: conducting additional research on the case that interests them the most, writing a script for and recording a newscast on the case, engaging in a debate about the big question, writing a letter to the principal and discussing it with him. The outline for the two-week mini-unit is provided below:

Freedom of Speech Mini-Unit		
Day 1 *Whole group and small group reading: Tinker vs. Des Moines* • Preview the two-week unit, discuss new terms • Read aloud • Students read independently and take notes on focus questions handout • Students read the text a second time with a partner • Students discuss notes in their table groups • Facilitate whole group discussion	**Day 2** *Expert group jigsaw: The three other court cases* • Students read one text independently with handout of focus questions • Students read the text a second time with an expert group partner • Students meet in expert groups (four to six students) to discuss the text • Students re-read the text a third time for homework, highlighting any ideas or phrases that are still confusing • Students do quick-write summarizing the text • Teach vocabulary in depth: *justify, prohibit, protection*	**Day 3** *Expert Group Jigsaw (continued)* • Students meet in their expert groups and agree on specific information that they will all share in their jigsaw groups • Students meet in jigsaw groups (6 students) to discuss three texts • Students go back to expert groups to compare their jigsaw group notes • Debrief with whole group to clarify understandings • Students do quick-write summarizing the three texts

Day 4	Days 5-6	Day 7
Research • Students choose one court case they're most interested in researching further and gather in groups. • Students conduct internet research to gather additional information about the case (teacher has bookmarked sites as a start) • Students take notes using note-taking handout	*Newscasts* • Show a model newscast about a court case • Facilitate a discussion about the structure of a newscast and what type of language is used • Students meet in their interest groups and write a short newscast of the court case with required elements • Check in with groups to review the newscast • Students practice their scripts and record their newscasts	*Newscasts (continued)* • Students watch all the newscasts and take notes using handout on the content and language used • Facilitate discussion about how well the issues were addressed and how persuasive the language was in the newscasts
Day 8	**Day 9**	**Day 10**
Debate • Students work in small teams (3 for and 3 against the position in each team), and use the texts and their notes to support their position on: "Should students be allowed to express any message or point of view while at school?" • Whole group debate	*Write Letter Collaboratively* • Students discuss and chart words and phrases important to include in a letter • Facilitate a whole class, jointly constructed letter to the principal • Students rehearse in small groups discussion of letter, going back to evidence gathered. • Students write first draft of their own letters to the editor about free speech • Debrief with whole group	*Present Letter and Write Independently* • Students invite principal in to discuss the letter and engage in dialogue. • Students finish their individual letters in peer editing groups (letters will be posted, and students can choose to send in a copy to the local newspaper)

When the students engage in the newscast script-writing, Mr. Franklin provides the guidelines that each script must meet. Each script must

- Include a brief overview of the freedoms established by the First Amendment
- Provide a summary of the case
- Explain the main points made in the Court's majority opinion
- Explain the main points made in the Court's dissenting opinion
- Include interviews with key people involved in the case (such as the students involved, parents, school staff, attorneys, but not the Supreme Court justices since they have little or no direct contact with the press)

At the end of the two-week unit, Mr. Franklin facilitates a whole group, jointly constructed text: a letter to the principal persuading him to *refine* his approach to limiting students' First Amendment free speech rights. The excerpt below includes evidence from an article the students found during their internet search:

> We learned that, according to legal scholar Nathan M. Roberts, "administrators when confronted with a student speech issue should now categorize the speech into one of the following four categories: (1) constitutes a substantial disruption; (2) is offensive; (3) is school sponsored or carries the imprimatur of the school; or (4) could be reasonably

interpreted as advocating for illegal drug use. Once the speech is categorized, administrators must analyze it under the appropriate standard to determine if it is permissible student expression." We agree with this suggestion, and we invite you to include it in our school's policy.

After the students jointly construct the letter to the principal, Mr. Franklin asks them to write their own letter to either the school or city newspaper. He shows them two recent examples of letters to the editor, written by teenagers, in the local newspaper, and he briefly discusses with the students what the purpose of the letters are, how many words the letters have, and the tone of the letters. He encourages them to use these letters as a model for their own. The students will have an opportunity to edit their letters with peers, and Mr. Franklin offers to provide further editing support, if they choose to submit the letters to a newspaper.

Next Steps:

Mr. Franklin, Ms. Austin, and Mrs. García meet to reflect on the unit and to review the individual letters students wrote. They look for patterns in understandings and misunderstandings so that they can clarify in the appropriate classes. For example, Mr. Franklin will address misunderstandings having to do with the readings on the court cases, and Ms. Austin will clarify understandings about the First Amendment and the role of the Supreme Court. Mrs. García works with both teachers to address literacy challenges the students exhibit in their letters (e.g., cohesion, sentence structure, vocabulary), and she will also continue to address argument writing with a focus on language during designated ELD.

The teachers have noticed that their students have started noticing many current events related to free speech. For example, one student brought in a newspaper article about a person who was a legal resident in the U.S. had been deported to their home country because they spoke to the press. The students ask to delve more deeply into the topic, and the teachers decide to extend the unit for another week. After surveying the classes, the teachers develop guidelines for a multimedia project (using Prezi or iMovie, for example) that students will develop in collaborative groups in order to demonstrate their understandings from the unit and to connect them with current events and their own experiences.

Sources:

National Constitution Center. n.d. "Free to Be You." http://constitutioncenter.org/learn/educational-resources/lesson-plans/free-to-be-you

Roberts, J.D., Ph.D., Nathan M. 2008. "'Bong Hits 4 Jesus': Have Students' First Amendment Rights to Free Speech Been Changed after *Morse v. Frederick*?" *Journal of Educational Controversy* 3 (1). http://www.wce.wwu.edu/Resources/CEP/eJournal/v003n001/a014.shtml

Hirvela, Alan. 2013. "Preparing English Language Learners for Argumentative Writing." In Luciana C de Oliveira and Tony Silva (Eds.) *L2 Writing in Secondary Classrooms*. Routledge: New York.

Resources

Lesson plans and units for engaging students in debatable issues, along with videos of the lessons in action, can be found at the Word Generation Web site. Primary and secondary source documents and other teaching materials can be found at the following:

- National Constitution Center (http://constitutioncenter.org/learn/educational-resources)
- Landmark Cases of the U.S. Supreme Court (http://www.streetlaw.org/en/landmark/home)
- American Bar Association Division for Public Education (http://www.americanbar.org/groups/public_education.html)
- Constitutional Rights Foundation (http://www.crf-usa.org/)
- Center for Civic Education (http://www.civiced.org/)
- First Amendment Freedom Forum (http://www.freedomforum.org/templates/document.asp?documentID=4494+)
- Student Press Law Center (http://www.splc.org/knowyourrights/legalresearch.asp?id=4)
- Legal Information Institute, Cornell University Law School (http://www.law.cornell.edu/supremecourt/text/484/260)
- FindLaw for Legal Professionals (http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&navby=case&vol=393&invol=503)

Grade Eight – Pages 166–171

Vignette 6.6 Designated ELD Instruction in Eighth Grade
Using Persuasive Language to Debate

Background:

Mrs. García teaches designated ELD to sixteen eighth graders in her school who are at the late Emerging and early Expanding levels of English language proficiency (ELP). Mrs. García also meets with a select group of *long term English learners* (EL students who have been in U.S. schools for more than six years) during seventh period for a disciplinary literacy class. This class includes involvement by community mentors, positive role models who have committed to building strong relationships with these students through high school graduation with the explicit goal of supporting their mentees to make deliberate decisions that will allow them to attend college and/or pursue the career of their choice. All EL students have a *zero period* where they take an elective, thereby extending their school day, which ensures that ELs receive targeted language instruction but do not miss out on any content classes and electives, such as art and music.

Lesson Context:

Mrs. García collaborates with the eighth grade English teachers and content teachers at the school to ensure that the designated ELD instruction students receive is directly aligned with the expectations their teachers have for their students' language use. During their planning, the teachers agree that, due to the fact that they integrate ELD in their content instruction, their ELs at the late Emerging and early Expanding levels of ELP, who have been in U.S. schools for two to three years, will be able to fully participate in most of the tasks. However, they anticipate that there are some tasks that these students will need additional support with, due to their particular language learning needs.

The eighth graders are learning about students' First Amendment rights and will be engaging in a variety of literacy tasks to develop and convey their understandings of the topic (see Vignette #1 above). One of the tasks students will engage in is a debate about the big question:

Should students be allowed to express any message or point of view while at school?

When they plan together, the eighth grade team determines that their EL students at the late Emerging and early Expanding levels of ELP would benefit from additional support in engaging in the literacy tasks for the First Amendment unit. In preparation for the series of lessons she'll teach, Mrs. García has gathered several short articles about debatable topics. The students will read the articles, discuss them, learn about the language in the articles, learn about language that is useful for debating, and apply their knowledge of the content and language to engage in several debates. Mrs. García's ultimate goal is for her students to be able to engage in the debates and persuasive writing tasks in Mr. Franklin's English class, as well as other content areas. The learning target and focus standards in Mrs. García's lesson plans for this series of lessons are provided below:

Learning Target: Students will read about debates, practice engaging in debates, and discuss language powerful for debates.
CA ELD Standards (Expanding): *ELD.P1.8.3 – Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (I agree with X, but…) and open responses; ELD.PI.8.4 – Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience; ELD.P1.8.5 – Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support; ELD.PI.8.11 – a) Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge with moderate support; b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would); ELD.PI.8.12a – Use a growing set of academic words…; ELD.PII.8.1 – Apply understanding of the organizational features of different text types… (debate here is seen as a text type; application of other Part II standards, as well).*

Lesson Excerpts

Mrs. García begins by explaining that for the next couple of weeks, they're going to be reading about topics that are *debatable*, that is, people typically have strong opinions about the topic and good reasons to support these opinions. Often, they will write arguments to express their opinions and try to persuade others to do something or at least to think about the topic in different ways. They may also engage in a debate, which can be informal or formal. She tells them that they're going to learn how to engage in more formal debates, which they'll be doing a lot of in their content classes. She gives them a brief explanation of what *justify* means in English and provides cognates for the word (where they exist) in students' primary languages (e.g., *justificar* in Spanish) and translations in students' primary languages for those that don't have cognates for the word (e.g., palawang-sala in Filipino).

She tells them an example of when she's debated with others in everyday life, and then she asks them if they've ever debated an issue with anyone and how they did it. She gives them a few moments to think about this, jot down their ideas, and then share with a partner. She also provides them with sentence frames to support them to use the words *debate* and *justify* in their short conversation (I debated about _____ with _____. My opinion was ____, and I justified it by saying ____.)

Mrs. García: Okay, so you can see that in real life, you're engaging in debate, trying to persuade other people of your point of view, all the time. So you already know something about debate. Now we're going to discuss how we debate in an academic environment, like school, and we're going to learn how to debate like scholars.

Mrs. García poses the question that is the topic of lessons for the week, and she also writes it on the white board:

Should students be able to debate issues in school?

She clarifies the meaning of the question and then asks the students to think it for a moment and rate the degree to which they agree with the statement on a continuum (completely agree, agree, don't have an opinion, disagree, completely disagree) and to jot down a few ideas to explain why. Then, she asks them to discuss their responses at their table groups. She reminds them to refer to the Scholarly Discourse Ideas chart in the classroom as they engage in their conversations. All of the eighth grade classes have been using and adding to the chart since the beginning of the school year, and Mrs. García notices that her EL students frequently refer to it to find ways to engage in their collaborative conversations.

Scholarly Discourse Ideas	
To ask for clarification: Can you say more about ___? What do you mean by ____? Can you show me evidence in the text that ___?	*To affirm or agree:* That's an excellent point because ___. What you said about ___ resonated with me because ___.
To build or add on: I'd like to add on to what you said. Also, ___. Another thing I noticed was that ___.	*To disagree respectfully:* I agree with you, but ____. You make a good point, but have you considered ____. I can see your point. However, _____.

After she debriefs the small group conversations with the whole group, she previews the text students will read. The short article contains some content that may be unfamiliar to students (e.g., civil rights movement, boycott), so she explains the ideas. The text also contains many general academic words, and she previews the meaning of some of them. (She will teach eight of the words/terms more

intensively over the next two weeks: justify, protest, avoid, bias, perspective, controversy, defined by, issue. She also asks the other eighth grade teachers to use the words as much as they can so that students experience them in different contexts.)

The process she uses to facilitate students' reading of the short text is as follows.

- Teacher reads the text aloud as students follow along in their texts
- Students discuss the big ideas in the text in pairs and then debrief with teacher
- Students partner read the text
  - each partner reads a section
  - the other partner uses a *careful reading tips* bookmark to clarify understandings of the section
  - the two briefly discuss their ideas, write questions and notes in the margins, and highlight or circle terms that are unclear
  - swap roles and read the next chunk until the whole text has been read
  - discuss questions at the end of the text and go back to clarify terms and understandings
- Teacher debriefs with the whole group

The text and the Careful Reading Tips Bookmark follow.

Should School Be a Place for Debate?

(wordgeneration.org)

In room 207, Mr. Smith is teaching his students about the civil rights movement. He asks the students questions such as, "Who were the freedom riders?" or "What year was the Montgomery bus boycott?" It is easy for students to find the answers in their textbooks. Mr. Smith tells the students whether they are right or wrong. On Friday, they will have a quiz about these facts.

Careful Reading Tips	
Do	**Say**
Think about what the section means	I'm not completely clear about what this part is about, but I think it might mean…
	I think this section might mean __ because __.
Summarize what the section says	What I understand about this section so far is _____.
	The main ideas/events in this section are ___.

In room 209, Ms. Miles is also teaching about the civil rights movement. She asks her students, "Is peaceful protest the best way to make things change for the better?" The students have a **debate**. Some think Martin Luther King was right to tell **protesters** to **avoid** violence. Others believe that sometimes violence is necessary when people will not listen to reason. They ask Ms. Miles for the right answer, but she says there is no right answer.

Some people believe that kids in school should only learn about facts. These people think students should get information from their textbooks or teacher and memorize it. That way, some argue, everybody will learn the same things and they can all do well on tests.

Other people think **debates** can be hard because there are no right answers. Sometimes everybody learns different things from a **debate**. This makes it hard for teachers to give a test to find out what students have learned. **Debates** also take a lot of time. Teachers who have debates may not be able to cover as many topics in class. Then, students may not learn all of the facts in the textbook.

However, **debates** may help students understand why the facts they learn in school are important. We live in a democracy, where everyone needs to know how to form and **justify** opinions in order to make decisions. Students will not always have a teacher or a textbook to give the right answers, so young people need to learn to think for themselves. Each person has a unique **perspective defined by** his or her knowledge, experience, and attitudes. Even teachers and textbook authors have their own **perspectives**.

Through a classroom **debate**, students hear their classmates' opinions. Students **justify** their opinions with evidence from texts and based on their own experiences. Sometimes, hearing from classmates who disagree with them makes students learn about their own **biases** and understand a problem in a new way. Hearing classmates' **perspectives** during a debate can help students understand the complexity of many important **issues**. Whether it is better to have teachers teach from the text or to have students engage in **debates** is a continuing **controversy** in education.

What do you think? Should students learn only facts in school? Or should **debates** be an important part of their education?

After their partner reading, Mrs. García debriefs the reading with the students to clarify understandings and terms. To close the lesson, she asks them to write a paragraph in response to the questions at the end of the reading, and she asks them to read the text again for homework, using an English dictionary or bilingual dictionary to look up words they still don't understand.

The next day, Mrs. García asks the students to briefly share and discuss what they wrote in their table groups and then collects the students' writing. She'll analyze it using a framework she's developed based on the CA ELD Standards to determine language areas she needs to focus more intensively on (e.g., combining ideas in sentences, expanding and enriching ideas using adjectives or prepositional phrases).

Mrs. García: Now that you've had a chance to read and think about debates and whether or not debates should happen in school, we're going to actually debate that issue. In high schools in our district, there's a debate league where teams of students from each school debate controversial issues. In order to be on the debate team, you have to learn how to be a skillful debater. A skillful debater is someone who can justify more than one perspective. For example, a debater might start by arguing that students should study hip hop lyrics because it's really like poetry. Then, she can change positions and argue that students should not study the lyrics because they make people violent. The skillful debater has to put personal opinions and biases aside and debate the issues using good reasons and evidence to justify the position. The teams that win based are the ones that can justify each perspective. That's what you're going to be doing: learning how to be a skillful debater.

She splits the class into two groups, and she guides the class to facilitate guidelines for debates, based on their reading (she fills in what the students do not yet know about debates). Next, she randomly assigns each group a position:

- Debates do not belong in schools. They take too much time, and students need to learn so much material.
- Debates should be used in schools. Reading from textbooks and listening to lectures is boring for students so they do not learn the material. Debates would get students interested so they would learn more.

The process she uses to engage students in the debates is the following:

Debate Process (adapted from wordgeneration.org)
1. Half of the class discusses their positions while the other half observes and takes notes (fishbowl approach), using two guiding questions to critique the debate: • Are the debaters providing reasoning and evidence? Are important words from the reading used? 2. The two groups of students switch roles so that the observers (now debaters) get a chance to discuss the issue. The observing group then critiques the debate. 3. Debrief with the whole group on their use of reasoning and evidence, argumentation, and precise words, as well as their use of scholarly discourse.
Once the students become used to debating, Mrs. García will add two additional steps after step 2 (step 3 above becomes step 5): 3. The two groups switch roles again. This time, they try to apply counter arguments to the positions of the other students. The observing group then critiques the debate. 4. The two groups once again switch roles. This time, they try to apply counter arguments to the positions of the other students. The observing group then critiques the debate.

Part of the conversation that takes place during the debate is provided below:

Dante: I have two things to say. First, I think debates should be used in school because they're more fun for the students.

Phuong: That's an excellent point because it's a lot more fun to talk about things than to just read and write all the time. When you talk about things, you learn more, too.

Celia: I have something to add. In the article, it says that when you debate, you get to hear what other people in your class think, so you get to learn from what they know. You get to hear their perspectives that you might not know.

Dante: Another thing I noticed is that you don't just hear what they say. They have to justify what they think. So for example, in a debate, you really have to pay attention to what people are saying so you can agree or disagree. And you have to be able to say what you really think because you have to justify yourself. I mean, you have to justify your opinion.

Roxana: Also, in some other classes, we just have to sit and listen and be quiet all the time. That's really boring, and sometimes I fall asleep. I think that's a good reason to have debates.

Once the students have practiced debating the issue using steps 1-3, they go back to the guidelines for debating and add to it and revise it so they can use it as a resource for the next debate they'll have.

Next Steps

Mrs. García observed her students as they were debating and noticed that they were very engaged in the conversation—whether they were debating or observing—and that they were applying both their knowledge of the content and English. However, while the issue of debating in schools was a good foundation for discussing debate, she felt that the issue was not that controversial. She plans to provide more frequent opportunities for her students to debate about more controversial topics (e.g., Should English be the official language of the United States? How should schools prevent bullying?).

At the end of the week, Mrs. García asks her students to write a response to the question, "Should students should be able to debate issues in school?" Using the framework for analyzing writing

she developed based on the CA ELD Standards she compares this response to the one students wrote at the beginning of the week. In her analysis, finds that not only do most of the students have more to say about the topic, they are applying their knowledge of the language used in the text and debates to their writing. For example, all of the students use the words *justify, debate,* and *perspective*. In addition, in the second writing piece, most students write sentences that are more grammatically complex (e.g., complex sentence, use of prepositional phrases, long noun phrases) than their first writing sample.

Mrs. García meets with the eighth grade teaching team to share the students' writing and her observations from their debates, and the team uses this information to shape and refine upcoming lessons and projects.

Sources:

Lesson adapted from materials on the Word Generation (http://wordgen.serpmedia.org/) Web site:
Should Schools Be a Place for Debate?
Should Doctors Be Allowed to Assist Seriously Ill Patients to Commit Suicide?
(http://wg.serpmedia.org/video_debate.html)
Should Secret Wire-Tapping Be Legal?

Careful Reading Tips Bookmark adapted from QTEL, WestEd.

Resources:

For many more ideas on how to engage middle school students in reading, writing, and discussing debatable issues, including lesson and unit plans and videos of the lessons in action, see the Word Generation project (http://wg.serpmedia.org/).

Chapter 7

Grade 10 – Pages 106–116

Vignette 7.1: Literacy Instruction in Grade Ten
Examining Diverse Perspectives in World Literature

Background:

This year at John Muir high school, the tenth grade world literature teacher, Ms. Alemi, and the tenth grade world history teacher, Ms. Cruz, have decided to collaborate and align their major units of instruction so that their students see the connections between the content taught in each discipline. They have noticed that a number of the reading selections and novels for the tenth grade World Literature class would support students' understandings of the historical concepts and time periods addressed in Ms. Cruz's world history course. Before the school year begins, they meet to collaborate. They first determine where their curriculum already intersects and then begin planning interdisciplinary units that align the content and literacy tasks in the two courses.

One of their tasks is to ensure that the novels, poems, short stories, and other texts the students read in Ms. Alemi's English class are related to and reinforce the ideas taught in Ms. Cruz's history class. They read the texts they will use in the interdisciplinary units ahead of time, analyzing them for their themes, connections to one another, and linguistic challenges, particularly for their students who are learning English as an additional language. About 30% of the students in their classes are ELs, most at the late Expanding and early Bridging levels of English language proficiency. As the two teachers begin to implement the units, they meet frequently after school to reflect on successes and challenges and to make refinements based on their observations of student conversations and writing tasks.

Ms. Alemi and Ms. Cruz want to support their students to understand that an author's perspective is historically and culturally positioned (e.g., Afrocentric versus Eurocentric perspectives). Their aim is not to criticize traditional literary or informational texts but instead to support students to *problematize* texts because they must learn to critically analyze the messages they encounter in texts as they prepare for college and careers and responsible and engaged citizenship. The teachers also want their students to learn how authors leverage literary strategies, linguistic resources, and particular rhetorical devices to present their ideas, tell their own stories, and write or rewrite history through literary and informational texts.

Lesson Context:

Ms. Cruz's tenth grade world history class is beginning a unit on the era of New Imperialism that took place roughly from the 1830's until the beginning of World War I in 1914. During this period, European powers, the United States, and later Japan sought to build large overseas empires through colonial expansion. She uses the assigned history textbook as the main source for informational and background text for the unit. However, she also has chosen a number of primary sources to use throughout the unit, which include images and cartoons, poems, first-hand accounts and speeches.

Ms. Cruz begins the world history unit with the primary source *The Dual Mandate in British Tropical Africa* written by Lord Frederick Lugard, the first British governor-general of Nigeria. The book exemplifies the major justifications that European powers gave for building their colonial empires throughout the world and explains the nature of the *dual mandate*, or that both the colonizer and the colonized benefit from colonial expansion. She provides the students with the background of the various justifications (economic, religious, social Darwinism, etc.) and students work together to pull quotes from the document that exemplify the particular justifications. Students read information in their textbooks and other sources that discuss the motivations that European powers had for colonizing other nations, including case studies of particular areas in Africa (and other countries later in the unit). The students will use the information gathered from primary sources, their textbook, as well as other readings participate in several mini-debates where they argue from the perspectives of either a pro-colonization view or anti-colonization view. At the end of the unit, the students will write a historical argument on imperialism. The primary investigative and debatable question for the world history part of the unit, along with the learning goals Ms. Cruz has for her students are the following:

Big Question: *Did the benefits from European colonization outweigh the negative impacts on indigenous peoples and their countries?*

Learning Goals:

- Students will analyze the motives and justifications for imperialism and their validity
- Students will understand the positive and negative impacts of imperialism upon indigenous people and their nations
- Students will be able to explain imperialism from the perspective of the colonizers and the colonized
- Students will analyze and provide evidence to support whether the positive impacts of imperialism outweighed the negative impacts.

Meanwhile, in world literature, Ms. Alemi's students begin a unit on African literature by reading *Things Fall Apart*. Written in 1958 by Nigerian novelist Chinua Achebe, the novel takes place in eastern Nigeria at the end of the 19th century and deals with two stories: that of Okwonko, a respected tribal leader and *strong man* who falls from grace in his Ibo village, and the clash of cultures and changes in values brought on by British colonialism. The story is conveyed through illustrating the life of Okonkwo and his family and the tragic consequences of his actions and events that are beyond his control. In interviews, Chinua Achebe said that he became a writer in order to tell the story from his and his people's (the Ibo) own perspective. The novel was written in the English (the language of the British colonizers) and was, in large part, a response and counter-narrative to colonial texts, such as Joseph Conrad's *Heart of Darkness*, which often portrayed Africans as savages or animals.

Ms. Alemi and Ms. Cruz selected the book because it expands their students' knowledge of world literature and because the novel provides students with an opportunity to discover universal messages and themes through the lens of Ibo culture and linguistic and literary techniques that are central to that culture. The novel also supports the learning goals Ms. Cruz has for the students in world history. As the teachers research the novel, they learn that "One of the things that Achebe has always said, is that part of what he thought the task of the novel was, was to create a usable past. Trying to give people a richly textured picture of what happened, not a sort of monotone bad Europeans, noble Africans, but a complicated picture" (Princeton University Professor Anthony Appiah, cited on Annenberg Learning). The teachers feel that their students are capable of exploring these complex ideas.

Ms. Alemi will facilitate students' deep analytical reading of the novel, which will prepare them to read other texts more carefully and critically, including a novel they select from contemporary Nigerian literature. Over the course of the unit, Ms. Alemi will engage her students to "*dig deep* into the novel, *branch out* to other texts, and *harvest* the knowledge they've gained" by applying it to other texts. The interactive literacy tasks Ms. Alemi will implement in this unit include the following:

- ***Digging Deep:*** Together (as a whole class and in small groups), read and discuss the novel *Things Fall Apart*, by Chinua Achebe and engage in the following tasks to understand the novel better:
    - Examine particular sections of the novel to explore themes, discuss the language used (e.g., similes, use of Ibo words and phrases), and uncover Achebe's and the Ibo people's perspectives
    - Create an interactive timeline of the novel, tracking the important (and often tragic) events in Okwonko's life
    - Track the themes, motifs, symbols, proverbs, and folktakes in the novel
    - Storyboard the five Ibo folktales that Achebe incorporates at strategic points in the novel and discuss how they reinforce the storyline and emphasize the values of the Ibo culture
    - Engage in debates on questions related to the major themes (e.g., "Rejecting all things feminine caused Okwonko to continue to commit crimes that led to his destruction.")
    - Read and discuss (in "expert group jigsaw" groups) various expert opinions on the novel
    - Jointly construct (as a whole class) a short literary analysis on one theme from the novel

- ***Branching Out:*** Together (as a whole class and in small groups), listen to and discuss oral and written texts related to *Things Fall Apart* in order to better understand the themes in the novel and the author's perspective:
    - Talks by and interviews with Achebe and other Nigerian novelists (e.g., an interview with Chinua Achebe on the 50th anniversary of the novel (http://www.pbs.org/newshour/bb/entertainment-jan-june08-achebe_05-27/), Ted Talks by Komla Dumor (http://tedxeuston.blogspot.co.uk/2013/03/komla-dumor-at-tedxeuston-2013-telling.html) and Chimamanda Adichie (http://tedxtalks.ted.com/video/We-should-all-be-feminists-Chim), other talks at TEDxEuston (http://tedxeuston.com/TedxEuston/index.php/joomlaorg), which focuses on inspiring ideas about Africa) giving their perspectives on themes from the novel (e.g., masculinity and femininity, cultural conflict)
    - Short stories and essays related to the themes and cultural context of the novel (e.g., "The Albino," by Adetokunbo Gbenga Abiola)
    - Hip-Hop lyrics [e.g., The Roots' "Dear God 2.0" (https://www.youtube.com/watch?v=32Qr5oKKP-M&noredirect=1), Tupac Shakur's "Keep Ya Head Up" (https://www.youtube.com/watch?v=HfXwmDGJAB8), Emmanuel Jal's "We Want Peace" (https://www.youtube.com/watch?v=g1ZEJWVSiEI&list=PL5689732C28CE51B9)] and spoken word performances [e.g., Suheir Hammad's TedTalk "Poems of War, Peace, Women, Power" (http://www.ted.com/talks/suheir_hammad_poems_of_war_peace_women_power), Shane Koyczan's "To this Day" (https://www.youtube.com/watch?v=ltun92DfnPY)] that address themes in the novel (e.g., gender roles, relationships, change, injustice)
- ***Harvesting:*** In small interest groups (formed by students who select the novel of their choice), engage in *collaborative* literacy projects:
    - *Read and discuss* one other Nigerian novel (e.g., *Graceland*, by Chris Abani; *Purple Hibiscus*, by Chimamanda Adichie), using structured protocols for careful reading and collaborative conversations
    - *Write* and refine a literary analysis of the chosen novel, using a class-generated framework of necessary elements (end of unit performance task)
    - *Create* an original media piece based on the written literary analysis exploring one of the themes in depth and creatively using excerpts and/or visuals reflecting images from the novel itself and from the unit in general (e.g., from the essays, short stories, talks, and lyrics) (end of unit performance task)

The learning target and cluster of standards for the first lessons in the world literature unit are provided below.

Learning Target: Students will explore author's perspectives and cultural experiences reflected in a work of world literature and discuss how history can be revised through writing.
CA CCSS for ELA/Literacy: *RL.9-10.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; RL.9-10.2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text; RL.9-10.3 – Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme; RL.9-10.6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature; W.9-10.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research; W.9-10.10 – Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences; SL.9-10.1a – Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas; L.9-10.3 – Apply knowledge of language to understand how language functions in different contexts, to*

make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CA ELD Standards (Bridging): *ELD.PI.9-10.3 – Negotiate with or persuade others in conversations in appropriate registers using a variety of learned phrases, indirect reported speech, and open responses to express and defend nuanced opinions; ELD.PI.9-10.6b – Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials; ELD.PI.9-10.8 – Explain how a writer's or speaker's choice of a variety of different types of phrasing or words produces nuances and different effects on the audience; ELD.PI.9-10.11a – Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.*

Related California History-Social Science Standards:
10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines: 2. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Lesson Excerpts:

To leverage her students' background knowledge from their history class and to contextualize the novel *Things Fall Apart*, Ms. Alemi shows a map of Africa and draws their attention to Nigeria (http://www.learner.org/courses/worldlit/things-fall-apart/explore/). She explains how the country's borders were created as a result of new imperialism in Africa, which students have been learning about in their history class. She asks the students to briefly discuss at their tables what they recall from the discussion they had in history class about Lord Lugard's *Dual Mandate*, and she listens to their conversations to determine which ideas they currently grasp. She then shows them a brief video of a traditional Ibo ceremony from a contemporary dance troupe (https://www.youtube.com/watch?v=i2TUWa2T0QI) and explains that the novel they will be reading is partly about the clash of cultures brought on by British colonialism in Nigeria, told through the story of one man from an Ibo village and through the lens of the Ibo people themselves.

Ms. Alemi: The author of *Things Fall Apart*, Chinua Achebe, used an African proverb to explain the danger of having one's story told only by others: "Until the lions have their own historians, the history of the hunt will always glorify the hunter."

She posts the proverb on the whiteboard and asks the students to discuss their ideas on its meanings with a partner. After the students share in pairs and a few students share out in the whole group, Ms. Alemi sets a purpose for reading:

Ms. Alemi: As we read this novel, from time to time, I'd like you to think about this proverb and ask yourselves in what ways Achebe's novel provides a different story or counter-narrative to the ways in which the European writers represented life in the traditional, pre-colonial culture of Achebe's own people, the Ibo of Southeastern Nigeria. Achebe said that people who have been written about should also participate in telling their stories, and our task is not only to understand the story the novel tells, but also to decipher how Achebe provides his perspective and that of the Ibo people.

Ms. Alemi provides each of her students with a copy of the novel, a glossary of Ibo words they will encounter in the novel, and a note-taking guide, which they will use *while reading* to document important events in the story, characters' attitudes and behaviors, Ibo proverbs and folktales used to reinforce ideas, and illustrative quotes. For the first two chapters, Ms. Alemi reads aloud as students follow along. She stops at strategic points to explain ideas and terms, ask the students focus questions and give them a chance to discuss them with a partner, and guide them to take notes in their note-taking guides and on sticky notes, which they place directly in the book. At the end of each chapter, she refers students the following questions, which are posted on the students' note-taking guide (with space for students to

record their ideas) and on the board. She asks the students to discuss the questions with a partner and to use the notes they've written to find evidence in the text to support their ideas:

- *So far, what do we know about Okwonko and his family?*
- *What do we know about Umuofia and the Ibo people?*
- *What messages about the Ibo people do you think Achebe is trying to convey? How is he conveying these messages?*

She asks the students to refer to their "Scholarly Discourse Ideas" chart and to use some of the sentence starters or similar language as they converse. Part of the chart is shown below.

Scholarly Discourse (some ideas)	
Stating an opinion and citing evidence: The author creates the impression that ___ by ___. In the part of the text where it says ___, we can infer that ___. This language indicates that ___. On page ___, this language/event/behavior suggests that ___.	*To build on or politely disagree with someone's ideas:* I heard you say ___, and I haven't thought about that before. However ___. That's an interesting observation, and I'd like to add to it. ___. One thing we haven't discussed is ___. Have you considered this idea? ___.

After the students have had several minutes to share their ideas in pairs, she asks them to compare their thoughts with the other pair at their table groups (each table group has four students) for a few more minutes. She then asks the table groups to collaboratively generate a short paragraph that concisely responds to the questions, using textual evidence. Each table group member must write the same paragraph in their reading journals. She gives the students several more minutes to generate and write their paragraphs, and then she randomly calls on a student from each table to verbally share out the statement their group generated while the students who are listening take notes on anything they hear that they didn't have in their paragraphs. Ms. Alemi facilitates a whole group discussion where students can ask questions, clarify their thinking, and explore ideas.

Katia: Our group wrote that Okwonko was a (looking at her paragraph) fearsome warrior and also a, well, kind of a jerk. For example, on page fourteen, it says that he's constantly nagging and beating his son. But when I was listening to what the other groups wrote, it made me think differently.

Ms. Alemi: Can you elaborate on that?

Katia: I mean, when someone said that maybe Okwonko was scared of being weak like his father, he went overboard and was extra "manly." So, I think it makes it more complicated.

Ms. Alemi: What's more complicated?

Katia: He is. Okwonko is more complicated because he's not just an evil person. Maybe he was being so fierce because he was afraid of turning out like his father.

Over the next several days, Ms. Alemi engages the students in reading the rest of the novel in various ways. For example, one technique the students particularly enjoy is *relay reading*, where one student reads a few paragraphs and then *passes the baton* to another student to read, which ensures that all students are following along. Ms. Alemi steps in from time to time to ask the students comprehension questions and to answer their questions. The students can only be passed the baton once, but they know that at any point, she may ask them a question about a particular passage, which means they must be reading along silently in their own texts.

Digging Deeper:

At the end of each chapter, the table groups work together collaboratively, using their note-taking guides, reading journals, and the novel, to track particular aspects of the novel. For example, one thing they track is the sequence of events on a timeline, along with the major events that occur in Okwonko's life and in the Ibo village. The groups work together to identify these major events, and then the class decides what they will write on the google doc timeline (a different student serves as the scribe each day). An excerpt from the timeline, which shows some of the tragic events in Okwonko's story, is provided below.

***Things Fall Apart* Timeline**

Orientation	**Complications and Their Resolutions Events (both joyful and tragic)**				**Final Resolution**
Okonkwo is a *strong m*an in an Ibo village, widely known and respected as a fearless warrior, a man of tradition with three wives and land.	Okwonko feels deep insecurity about turning out like his father—weak and *effeminate*. Works hard to *make it* as a wealthy and strong man.	Okwonko joins in the group murder of his adoptive son, Ikemefuna, out of fear of seeming weak and cowardly.	Okwonko accidentally kills a boy during a funeral (a *feminine* crime) and is exiled for seven years to his mother's homeland. Starts to see his people *falling apart* from exile.	White colonialists show up and convert many Ibo people, including Okwonko's oldest son, Nwoye. They arrest Okwonko and other Ibo men and humiliate them in jail.	

As the students work together in their table groups, Ms. Alemi plays contemporary Nigerian or Nigerian-influenced music [e.g., WizKid (https://www.youtube.com/watch?v=pAV4KlD86E8), Antibalas (https://www.youtube.com/watch?v=IIlgjOCxhLQ)], which the students enjoy and which prompts them to explore the music and music videos of these artists on their own. When they track the themes of the novel, each table group is responsible for adding evidence that illustrates the theme, using a template on googledocs. The students each have a tablet where they can add the information to the googledoc as they work through the text, and they take turns entering the textual evidence (either by paraphrasing or using quotes), along with the page number. The terms they use for the themes changes as they progress through the unit and learn more about what the theme is really about. For example, they begin by calling a theme *language*, but as they progress into the novel, they rename it *language as a sign of cultural difference* and later add to that *and pride*. The template they use is provided below:

Tracking Themes (include chapter and p. #) Themes: The universal ideas explored in a literary text	
The Struggle Between Change and Tradition	Gender (What it means to be a man or a woman)
Language as a Sign of Cultural Difference	Family and Community (Collective existence)
Traditions and Customs	Fate and Free Will

The students also track the motifs and symbols in the novel and, importantly, the Ibo proverbs and folktales that Achebe used at strategic points in the story, referring to evidence in the text. The table groups add descriptions, explanations, and text excerpts and refine their ideas using the google doc template provided below.

Tracking Motifs and Symbols, Folktales & Proverbs (include chapter and p. #) Motifs: recurring ideas or literary devices that help to develop the themes Symbols: objects, characters, etc. used to represent abstract ideas or concepts *"Among the Ibo the art of conversation is regarded very highly, and proverbs are the palm-oil with which words are eaten." (p. 7)*		
Motifs and Symbols: Fire -Okwonko's nickname "Roaring Flame" (Ch. 17, p. 153): fierceness, masculinity, warrior	**Folktales:** Vulture and the Sky (Ch. 7, p. 53-54) -Nwoye's mother sang it to him -Gentle (women's) story about rain	**Proverbs:** "if a child washed his hands, he could eat with kings" (Ch. 1, p. 8) -Okwonko earned his place as a leader

About a third of the way into the novel, Okwonko participates in the murder of his adoptive son, Ikemefuma. In order to support her students to write their own literary analyses, Ms. Alemi provides many opportunities for them to analyze and discuss the analyses others have written so that they can use them as models of writing. After the murder of Ikemefuna, Ms. Alemi asks her students to discuss the opinions of experts on the use of the literary device of "juxtaposition" to show the complexity of the character Okwonko.

Excerpt from *Things Fall Apart* by Chinua Achebe **On the death of Ikemefuna, Okwonko's adopted son**
"Okonkwo ruled his household with a heavy hand. His wives, especially the youngest, lived in perpetual fear of his fiery temper and so did his little children. Perhaps down in his heart Okonkwo was not a cruel man, but his whole life was dominated by fear, the fear of failure and of weakness… As a man who cleared his throat drew up and raised his machete, Okonkwo looked away, he heard the blow. The pot fell and broke in the sand, he heard Ikemefuna cry, "My father! They've killed me!" as he ran towards them. Dazed with fear, Okonkwo drew his machete and cut him down."

Each small group discusses a different expert's perspective. Some of the expert opinions are provided below:

Juxtapositions: Okonkwo on the death of his adopted son	
Osonye Tess Onwueme (Playwright and Professor of Cultural Diversity and English, University of Wisconsin-Eau Claire): "Okonkwo was always trying to prove to himself, or to the world outside him, and to his society, that he was not going to be a failure like his father. It's like he has an agenda to embody that masculine value that the Ibo man	**David Damrosch (Professor of Comparative Literature, Harvard University):** "Achebe's complex portrayal of Okonkwo is built up through juxtaposed scenes. The shocking episode of the killing of Ikemefuna is balanced, two chapters later, by the scene in which Okonkwo saves the life of his favorite daughter Ezinma, only surviving child of his

was respected for, to show those principles of manhood."	wife Ekwefi."
Chuck Mike (Theater Director and Associate Professor of Theater, University of Richmond): "If you consistently believe that you have to 'be a man,' you don't handle your home affairs well. Rather than reason with his wives over matters where conflict evolves, Okonkwo beats them."	**Kwame Anthony Appiah (Professor of Philosophy, Princeton University):** "Ikemefuna is interesting because he is the character through whom we learn that Okonkwo has the capacity for gentleness and love and that it's because of his obsession with not being seen to have that capacity that he does things that are manly but bad."

Adapted from Annenberg Learning (http://www.learner.org/courses/worldlit/things-fall-apart/read/look-closer.html)

Ms. Alemi's uses a technique for structuring the collaborative conversations called "expert group jigsaw." The students use a discussion grid which contains spaces for them to record notes on specific things, such as whether or not they agree with the expert's statement, where there is evidence in the text to support the statement, and explanations of the textual evidence. She strategically groups students into groups of four or five students so that they can engage in a deep conversation about their expert opinion before they share their groups' findings with others who read another opinion. Among the considerations she takes into account for grouping students are personal dynamics, academic and socio-emotional strengths and areas for growth, and English language proficiency (for ELs). The procedure she uses is provided below:

Expert Group Jigsaw: *Things Fall Apart* Juxtapositions

1. **Independent Reading:** Read your expert opinion and *independently* & take notes using the discussion grid (10 min.)
2. **Expert Group Discussion:** Talk *within* your expert group (the people who read the same expert opinion as you) (15 min.):
   - Share your notes
   - Listen and take notes while others share
   - Come to a consensus on (and write down) the textual evidence (at least three places in the novel that support the expert's opinion) that you will share in your jigsaw groups
   - Discuss the expert's opinion and the textual evidence to make sure you can explain it fully in your jigsaw groups
3. **Jigsaw Group Discussion:** Talk in *mixed* jigsaw groups (you plus other people who read *different* expert opinions than you) (20 min.):
   - Share the expert's opinion and the textual evidence that supports/illustrates it
   - Listen to the other people as they share, and take notes
   - Discuss similarities and differences that emerged
   - Come to a consensus on (and write down) three big ideas from your conversation that you will share when you're back in your expert groups
4. **Return to Expert Groups:** In your expert groups, discuss what you learned your jigsaw groups (10 min.)
   - Share what you learned in your jigsaw group
   - Listen as others share
   - Together, write a concise paragraph (or two) that sums up the juxtaposition.

As the groups engage in their conversations, Ms. Alemi circulates around the room to listen in and observe. One expert group, which includes two EL students at the late Expanding level of English language proficiency (Clara and Javier) is discussing Damrosch's opinion.

Thomas: I think what Achebe is showing is that Okwonko is making up for killing Ikemefuna when he saves Ezinma's life. I found that on pages 85 and 86, where it says that he went to get medicinal trees and shrubs, and then he made her sit over it so it, even though she was coughing and choking.

Clara: Yeah, that's what a good parent does. And he really loved Ezinma because later, on page 108, he follows Chielo to the cave and tells Ekwefi to go home. I think he was worried about her, about Ezinma.

Javier: I have something to add to what you said. I think I remember that later on, he's remembering that he kept going back to the cave, like four times, because he was so scared that Chielo was going to do something bad.

Katie: Oh yeah! What page is that on? (The four students search in their texts.) Here, here it is. On page 112, it says that "he had felt very anxious but did not show it" and he waited a "manly interval" before he followed Chielo and Ezinma.

Javier: "It was only on his fourth trip that he had found Ekwefi, and by then he had become gravely worried." So, I think there are two parts where it shows he's not just a murderer. He really cares about Ezinma. That's kind of creepy because he killed his son so easily.

Ms. Alemi: Great observations, all of you. When you share in your jigsaw groups, you'll need to be very clear about all of the textual evidence that supports the expert's opinion. You've got some of it, but now it seems you need to find some evidence showing that Ikefuma's murder is "*balanced*" by those other scenes. Remember that you'll need to explain the expert's opinion and then at least three pieces evidence in the novel that support or illustrate the expert's opinion, so you also need to find and discuss the scene with the murder, too.

Ms. Alemi has noticed that providing her students with these models of writing supports them in writing their own literary analysis. She has also found that providing scaffolding—through examining literary analyses, jointly constructing literary analyses, and providing her students with opportunities to collaboratively write literary analyses—results in higher quality writing. Ultimately, the students will write their analyses independently, but providing these levels of scaffolding, she has found, is necessary for them to learn how to write arguments of this type. Before the students select another novel to read, where they will engage in a variety of collaborative literacy tasks, Ms. Alemi guides them to write a brief analysis of *Things Fall Apart*.

Ms. Alemi: Now that we've had a chance to delve deeply into the novel and read what experts have written, we're going to write a literary response together, or "jointly construct" part of what we might see in a longer literary analysis. In an interview with the Washington Post in 2008, Achebe said, "I want to sort of scream that Things Fall Apart is on the side of women...And that Okonkwo is paying the penalty for his treatment of women; that all his problems, all the things he did wrong, can be seen as offenses against the feminine." What do you think are Okonkwo's offenses against women? Do you agree that his downfall was brought on by his attitude toward women and about manliness? Before we write the response together, I'd like you to brainstorm some ideas we can use in your table groups. Be sure to find textual evidence in your notes and in the novel.

Next Steps:

As the unit progresses and the students select a novel they're interested in, analyze and discuss it, then collaboratively write a literary analysis of it and create a media piece based on their analyses, Ms. Alemi observes them closely to see where she needs to adjust instruction and/or provide more intensive scaffolding. For the written arguments, Ms. Alemi provides a template and checklist of required elements,

and she meets with the groups at each stage of the writing process to ensure they have the appropriate level of support they need. For the media pieces, in addition to using textual excerpts, Ms. Alemi encourages her students to be creative and use some of the ideas and techniques they discussed over the course of the unit (including spoken word and storytelling), as well as imagery and music that will support the expression of their ideas. The class views the media pieces about the novels, and all of the novels are available in the classroom for students to read on their own after the unit concludes.

Over the course of the unit, during their collaborative planning sessions, Ms. Alemi and Ms. Cruz discuss how things are going in both classes so that they can continuously refine their lessons. The teachers agree that, although their collaboration took a great deal of time and effort, their students showed incredible growth in their understandings of the content and in their abilities to discuss and express complex ideas. Importantly, they noticed that their students were highly engaged with the tasks and even asked to learn more about certain topics, which suggested to Ms. Alemi and Ms. Cruz that the teachers were attending to not only their academic and linguistic needs but also paying attention to their interests and the things that motivate them to learn.

Sources:

Achebe, Chinua.1958. *Things Fall Apart.* New York: Anchor Books.
Annenberg Learner Invitation to World Literature: Things Fall Apart (http://www.learner.org/courses/worldlit/things-fall-apart/explore/key-points.html)
National Endowment for the Humanities:

- Chinua Achebe's Things Fall Apart: Teaching Through the Novel (http://edsitement.neh.gov/lesson-plan/chinua-achebes-things-fall-apart-teaching-through-novel)
- A “New English” in Chinua Achebe’s “Things Fall Apart”: A Common Core Exemplar

Thompson, Bob. March 9, 2008. *Things Fall Into Place.* Washington Post. Retrieved on April 8, 2014. (http://edsitement.neh.gov/lesson-plan/new-english-chinua-achebes-things-fall-apart-common-core-exemplar)

Resources:

Adichie, Chimamanda Ngozi. 2012. “Chinua Achebe At 82: ‘We Remember Differently.’” (http://saharareporters.com/2012/11/24/chinua-achebe-82-%E2%80%9Cwe-remember-differently%E2%80%9D-chimamanda-ngozi-adichie)
Brown University’s Tribute to Chinua Achebe (https://www.youtube.com/watch?v=DJ9qj8YUJRY)
Ode Ogede. 2007. *Achebe's Things Fall Apart: A Reader's Guide*. New York: Bloomsbury Academic.
Literary Criticism about Chinua Achebe’s Work (http://www.literaryhistory.com/20thC/Achebe.htm)
TeachingHistory.org (http://teachinghistory.org/teaching-materials)

Grade Ten – Pages 116–124

Vignette 7.2: Designated ELD Instruction in Grade Ten

Analyzing Texts from World History

Background:

Mr. Branson teaches the University and Career Prep classes at his comprehensive high school. These classes are designed for students who need a boost in their disciplinary literacy development. His tenth grade classes include EL students who have been in U.S. schools for four or more years and are still at the late Emerging or early Bridging level of English language proficiency. Other students in the classes are former ELs and native English speakers who are underprepared for rigorous high school coursework and who have limited access to academic uses of English in their home environments. The school administration, teachers, and parents have agreed to extend the school day for these students so that they will benefit from the University and Career Prep class but will not be prevented from participating in a well-rounded curriculum, including important college readiness and elective classes, such as the arts.

Mr. Branson feels that one of the most important things he can do is to foster a positive relationship with each of his students. He gets to know his students well and lets them know that he genuinely cares about their academic and personal success in various ways. For example, he attends sports, theater, and music events his students are involved in, often outside of the school day. In the classroom, he holds his students to high expectations by insisting upon the completion of assignments that are of the highest quality he knows they can achieve. His goal is to set all of his students up for academic and socio-emotional success, and he thinks carefully about their content understandings, literacy abilities, talents, and interests and designs learning tasks that will stretch them to higher levels. Along with the very high standards he establishes for student work, he provides high levels of support, differentiated by student needs. This includes giving students repeated opportunities to improve their assignments without docking points for continuously striving for better work. Mr. Branson views this as an opportunity to teach students about persistence when facing challenges and how trying different approaches if the first ones don't work is a normal part of learning. He also makes sure that he does not assign tasks for which students are not sufficiently prepared.

Mr. Branson feels that it is important to model the ways in which professionals or scholars interact when conflict arises. He does not feel obligated to issue harsh consequences for behavioral infractions that do not physically or emotionally harm others, such as defiance. Whenever possible, he uses a *counseling approach* to recognize negative behavior and address it as an opportunity to grow. When a student is having a hard time, he gives them time to *cool off* and reconsider their behavior. He invites the student to apologize for inappropriate behavior, invites them back into learning, and gives options when discussing possible negative consequences for undesirable behavior. For example, he might invite a student back to a learning task by saying, “I would like for you to participate in our discussion because it helps us to have as many ideas as possible. I hope you choose to do this. If you choose not to, you will not be earning points for contributions.” In addition, he doesn’t *hold over* disciplinary consequences from day to day, unless there is genuinely a very persistent problem. For minor issues, he believes that students should begin each day with a clean slate, and he’s found this to be especially helpful for teenagers because of emotional fluctuations. He also believes that his students need to see him modeling the ability to be resilient and *move on*. Mr. Branson has found that this positive approach to discipline has resulted in a school environment that fosters learning and respect and results in much greater student success than when he used traditional methods for discipline.

As the instructional leader of the classroom, Mr. Branson thinks positively about the behavioral and academic potential of each of his students. Inside and outside of the classroom, he speaks respectfully about his students and their families, which has influenced how his colleagues approach these students in their classrooms, as evidenced by conversations he’s had with them in collaboration meetings and more casual settings. When speaking with parents about their teens, he makes a point to emphasize the positive contributions the students make to his classroom, and he also discusses improvement in terms of the academic and social goals the students have chosen to work on (e.g., “ask more questions in class,” “revise my writing more carefully before submitting it”).

Lesson Context:

In his tenth grade University and Career Prep class, Mr. Branson uses many approaches to ensure his students develop not only the skills to succeed in their rigorous high school coursework, but also the disposition and confidence to do so. At the beginning of the year, the students worked on a project to investigate their prior school learning experiences and to reflect on possible reasons for which they felt underprepared for the challenges of high school coursework. Another project the students engaged in was to read sections from the novel *Bless Me, Ultima*, by Rodolfo Anaya, which is about a young man who is on a journey to learn about his past and family history and determine his destiny. The class used the book to inform a family history project where the students interviewed members of their own families and used this information, along with their analysis of the novel, to write an essay and create an original media project. Mr. Branson has found that this project, and others like it, gives his students an opportunity to think more deeply about their pasts, identify the strong connections they have to their families and communities, and think more critically about their futures.

Through multi-year professional learning provided by his school district, Mr. Branson and his colleagues have been learning about the language of texts in different disciplines so that they can make particular linguistic features transparent for their students and support them to use the features in their speaking and writing. In this professional learning, he's worked with his colleagues to analyze history, science, literature, and other texts students read in their various courses. He regularly collaborates with Ms. Cruz, the tenth grade world history teacher, to analyze the world history textbook and other primary and secondary sources used in her classes in order to support their students to accelerate their literacy development in the service of content learning. Mr. Branson and Ms. Cruz have discovered some patterns in the academic language used in history texts that they would like for their students to be aware of when they are reading and, ultimately, be able to use when they are writing. These patterns include uses of abstraction, how agency is represented, and different ways of showing causal relationships. The teachers agree that Mr. Branson will teach their students about these grammatical patterns explicitly, using texts from their history class, and that Ms. Cruz will reinforce students' understandings and observe how they are *taking up* the linguistic resources in her class.

When approaching texts with sentences that are densely packed with meaning, such as the texts students are asked to read in their history and science courses, at the beginning of the year, Mr. Branson teaches his students how to identify the verbs and verb groups in sentences and how this helps to *anchor* their reading to the processes that are happening in the sentences. He uses the metalinguistic term *process* (represented by verbs and verb phrases) to indicate *what is happening* in sentences because he's found that this is a meaningful way of discussing language. He still uses traditional grammar terms (e.g., verb, noun, adjective), but the new terms he introduces to students add a layer of meaning that seems to support their understanding.

Mr. Branson discusses how *processes* could be *action* or *doing* processes, such as *extract* or *transport*. This way of thinking of verbs (as actions) is familiar to students.

> Mr. Branson: However, processes can also be *sensing*, such as the words *feel* or *think*. They can also be *relating*, such as *are* or *have*, which are words that make relationships between things. For example, when I say, "Mr. Branson is a teacher," the word *is* isn't really *doing* anything. It's just relating *Mr. Branson* with *a teacher*. Processes can also be *saying* in order to report on people's speech, like when we use the words *said* or *exclaimed* to report on how people said something.

Mr. Branson guides his students in identifying the processes in clauses and in determining what type or process they are. Some processes are merely in *existence*, such as when the terms *there is* or *there are* are used, and are called *existing* processes. Using a document camera, Mr. Branson models how he finds the processes, which he circles, and thinks aloud as he determines which kind of process it is. After a short time, the students are able to conduct this type of analysis in pairs, using a template for recording the processes they find.

Processes (verbs and verb groups)

Process Type:	***Doing*** *(action)*	***Sensing*** *(thinking/ feeling)*	***Relating*** *(being/having)*	***Saying***	***Existing***
What it's doing:	Telling about events and actions	Telling about the *inner world* of people	Creating relationships, definitions, descriptions	Constructing dialogue or reporting on what people say	Telling that things exist
Examples:	destroyed extract negotiated	thought imagined believed	is had became	said exclaimed suggested	(There) is (There) are

In analyzing texts this way, Mr. Branson has observed that his students are able to talk *about* the language in the texts, which has helped them to understand the textual meanings better. Now that the students have some experience analyzing complex texts and using metalanguage to talk about the language of the texts, he plans to show them a way to delve deeper into the language for the purpose of *unpacking* the meanings densely packed into these types of texts. The learning target and related standards are provided below:

Learning Target: Students will explore how the language in a history text makes meaning, focusing on analysis of *processes, participants*, and *time connectors*.
CA ELD Standards (Bridging): *ELD.PI.9-10.6b – Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials; ELD.PI.9-10.8 – Explain how a writer's or speaker's choice of a variety of different types of phrasing or produces nuances and different effects on the audience; ELD.PII.2b – Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences; ELD.PII.9-10.3 – Use a variety of verbs in different tenses, aspects, and mood appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view; ELD.PII.9-10.4 – Expand noun phrases in a variety of ways to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.*
CA CCSS for ELA/Literacy: *RL.9-10.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; L.9-10.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*
Related California History-Social Science Standards: 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines: 2. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Lesson Excerpts:

In today's lesson, Mr. Branson will guide students to analyze an excerpt from a complex text that the students read in Ms. Cruz's world history class. When he analyzed the text, an essay on new imperialism in Africa, he concluded that it would present particular challenges for his students due to the abstractions, technical language, and long noun phrases, as well as other linguistic features. Rather than

avoid the complexities of the text by providing a simplified version or merely reading the text for students, Mr. Branson feels that his students are capable of dealing with the challenges, as long as he provides appropriate levels of scaffolding and plenty of time for discussion. An excerpt from the text, which Mr. Branson will guide his students to analyze, is provided below:

"The Tentacles of Empire:
The New Imperialism and New Nationalism in Asia, Africa, and the Americas"
by Candice Goucher, Charles LeGuin, Linda Walton

The Economic Advantages (p. 3)

> In some important ways the era of colonial rule was fundamentally different from what had preceded it. Before colonial rule Africans were independent, if not always equal, trading partners. After colonial rule, this African economy became a European-dominated economy. Under post–Berlin Conference colonial rule, African political economies controlled by colonial powers—such as Great Britain, France, or Germany—were rapidly establishing Western-based capitalism that would inevitably reduce the power and economic opportunity of the African participants. While production remained largely in Africa hands, Europeans controlled colonial credit and trade tariffs. Few Africans prospered during this era; colonial controls hampered the development of free enterprise, and European governments offset the high costs of extracting raw materials and transporting them to European-based manufacturing centers by providing price supports.

Mr. Branson provides each student with a copy of the excerpt. He briefly previews the meaning of the excerpt and reminds students that they'd already read the essay from which the excerpt was extracted in their world history class. He asks them to read the text silently while he reads it aloud. After, he asks the students how easy the text was to understand on a scale of 0-5 (0 being completely confusing and 5 being completely understandable), and most of the students rate it as a 1 or 2. He explains that they will be learning a technique for reading their complex texts more analytically and that this technique will add to their repertoire of *close reading* strategies. To model the approach, he uses something familiar and which he knows his students will find interesting: a recent photograph of singer Shakira and soccer player Piqué. He asks the students to tell him what they see.

Jesse: Piqué's squeezing Shakira tight, and she's laughing.

Sandra: And they're holding hands. They're so cute together!

Mr. Branson: (Laughing.) Okay, let's use that. "Piqué's squeezing Shakira tightly, and she's laughing, and they're holding hands. They're so cute together." Obviously, everyone understands these sentences, so we don't really need to analyze them to unpack their meanings. But sometimes, the sentences you come across in your textbooks or other readings are going to be challenging to figure out. That's because the person who wrote those texts is masterful at putting language together in really compact and intricate ways to make particular meanings. We're going to be analyzing some of the sentences in the text I read a moment ago, but first I want to show you how we'll do the analysis with easier sentences. We're going to *chunk* the sentences into meaningful parts.

Mr. Branson writes the sentences the students suggested on the document reader (without the contractions so that the verbs are easier to see):

Piqué is squeezing Shakira tightly, and she is laughing, and they are holding hands.

They are so cute together.

Then, he shows them a chart with some explanations of the metalanguage they will use as they chunk the sentences. He reminds the students that they have already used the term *process* when they identified and categorized different types of verbs and verb groups, and he explains the new terms, *participants* and *circumstances* using the chart.

Using Metalanguage to Analyze Texts			
Metalinguistic term:	**Question to ask:**	**How it's represented:**	**Examples:**
Process	*What's happening*?	*Verbs and verb groups* (doing, saying, relating, sensing, existing) – Tells the action, how things are related, how people say things or what they're thinking	• *negotiate* • *think* • *explain* • *write*
Participant	*Who* or *what* is involved in the process?	*Nouns and noun groups* – The actors and objects that take part in the action or other process (the *things*) (Sometimes can be *adjective groups* when it's a description after a relating verb)	• *Mr. Branson* • *the textbook* • *a large and noisy bug*
Circumstance	*Where, when, how*, or *in what ways* is the process happening?	*Adverbs and adverb groups, prepositional phrases* – Provide details about the action or other process (Sometimes can be a *noun group* when it's adding detail)	• *suddenly* • *in the room* • *one summer day*

Mr. Branson shows the students a graphic organizer for chunking sentences, using these metalinguistic terms. He models how to chunk the first clause of the first sentence (*Piqué is squeezing Shakira tightly*). First, he finds and circles the *process* (*is squeezing*), which is something familiar to the students. Next, he underlines the *participants* (*Piqué* – the *doer* of the action and *Shakira* – the *receiver* of the action) noting that they are nouns. Finally, he draws a box around the *circumstance* (tightly) and explains that the adverb provides detail about *how* Piqué is squeezing Shakira. After he's marked up the clause, he transfers the chunks to a graphic organizer he's prepared. He guides the students to repeat the sentence chunking procedure with him by prompting them to tell him which words represent the *processes, participants, and circumstances* in each clause. The graphic organizer they complete together is provided below:

Sentence Chunking 1. Circle the processes - 2. Underline the participants - 3. Box the circumstances 4. Transfer the chunks to the table				
Circumstance, Connecting words	**Participant** (who or what?)	**Process** (what's happening?)	**Participant** (who or what?)	**Circumstance** (where, when, how?)
	Piqué	is squeezing	Shakira	tightly,
and	she	is laughing,		
and	they	are holding	hands.	
	They	are	so cute	together.

Now that the students have an idea about the sentence chunking procedure and have used the new metalanguage, Mr. Branson shows them how they can do the same thing with more complex texts, explaining that chunking challenging sentences into meaningful parts will help them to understand them better and that chunking whole sections of texts will help them to see some of the *language patterns* in the texts. He goes back to the excerpt on imperialism in Africa, and he asks the students to independently find and circle the processes (verbs), since they are already experienced at doing this. Next, he follows the sentence chunking procedure for the first several clauses, modeling how he identifies the meaningful

chunks and inviting the students to tell him what they are, as well. Through much discussion, where the students ask questions explain their reasoning, the class analyzes the first few clauses together. Next, Mr. Branson asks the students to work together in triads to chunk the remaining sentences while he circulates around the room to observe and provide *just-in-time* scaffolding. Following the small group analyses, the class reconvenes to compare notes. This provides Mr. Branson with an opportunity to clarify confusions and reinforce the *chunking* concepts. Part of the graphic organizer the students complete is provided below:

Sentence Chunking
1. Circle the processes - 2. Underline the participants - 3. Box the circumstances
4. Transfer the chunks to the table

Circumstance, Connecting words	**Participant** (who or what?)	**Process** (what's happening?)	**Participant** (who or what?)	**Circumstance** (where, when, how?)
In some important ways	the era of colonial rule	was	fundamentally different	from what had preceded it.
Before colonial rule	Africans	were	independent, if not always equal, trading partners.	
After colonial rule	this African economy	became	a European-dominated economy.	
Under post-Berlin Conference colonial rule,	African political economies *controlled by colonial powers-such as Great Britain, France, or Germany*	were rapidly establishing	Western-based capitalism *that would inevitably reduce the power and economic opportunity of the African participants.*	
While	production	remained		largely in African hands,
	Europeans	controlled	colonial credit and trade tariffs.	
	Few Africans	prospered		during this era;
	colonial controls	hampered	the development of free enterprise;	

Solange notes that chunking the sentences and showing them on the graphic organizer makes the meanings *pop*.

Solange: You can see things clearer. You can tell what's happening, and who's doing it, and how or when or where they're doing it.

Miguel: Yeah, it's more clear. It makes you see when things are happening, like "before colonial rule" and "after colonial rule." But some of it is still confusing. Some of the participants are really long.

Mr. Branson: Can you say more about that?

Miguel: Like that one: "Western-based capitalism *that would inevitably reduce the power and economic opportunity of the African participants*." I think it's about capitalism, I mean Western-based capitalism, whatever that means, but I don't get the rest. Or that other participant: "*African political economies controlled by colonial powers-such as Great Britain, France, or Germany*." What does that mean?

Mr. Branson: Let's take a look at that first participant you noticed. You're absolutely right that it's mainly about capitalism, or Western-based capitalism. Let's stop for a moment to think about what "Western-based capitalism" means.

Miguel's question provides an opening for Mr. Branson to guide his students to explore the meaning of this noun group in a focused way. Through the discussion, Mr. Branson guide the students to clarify that *capitalism* is an economic system in which trade, industry, and production are controlled by private owners with the goal of making profits in a market that is determined by supply and demand (where the value of goods are determined in a *free price* system). By looking back in the text, the students note that "Western-based" must have something to do with the colonial powers (Great Britain, France, or Germany).

Mr. Branson: We've clarified a bit more what "Western-based capitalism" is. Let's take a look at the rest of this participant: "*that would inevitably reduce the power and economic opportunity of the African participants."* This is part of the participant because it's part of the noun group. It's a clause, which means that there's a verb in there, that's *embedded* into the noun group. In other words, it's part of the *thing* that's the participant. What it's doing is telling us more detail about Western-based capitalism.

Jesse: So, the capitalism that the colonial countries were doing, that was going to reduce the "power and economic opportunity" of the African people? They were making that economic system, that type of capitalism, so that the African people would have less power?

The ensuing conversation, using the chunked text, enables Mr. Branson to support his students to delve even more deeply into the meanings. Ahead of time, he planned to ask students to explore the following questions:

- What does it mean to be a "European-dominated economy"?
- Why did the author use the word "inevitably"?
- Looking closely at the following sentence: "European governments offset the high costs of extracting raw materials and transporting them to European-based manufacturing centers by providing price supports," what was the role of "European governments" in this process?
- Why were "price supports" important in this context?

He also prompts the students to think carefully about the processes used in the excerpt—*remained, controlled, prospered, hampered, offset*—and to discuss how these processes shape the text and convey particular meanings. At the end of class, Mr. Branson explains why the students might want to engage in this type of language analysis.

Mr. Branson: The point is not to just underline verbs or put words in boxes or to be able to identify what's the verb or what's the process, etcetera. The point is to use your analysis, that chunking tool, to get at the meanings in these texts that are really densely packed with a lot of information and that are challenging to read. It's also a great way for you to see how writers make deliberate choices about how they use language to achieve particular purposes. You can use those ideas in your own writing.

Mr. Branson explains that the class will be using this technique from time to time to explore how the language in different complex texts works and that the texts he'll be choosing are critical for their content understandings in their other courses. He encourages them to experiment with using the

technique when they encounter challenging texts in their other classes, if they feel that would be useful.

Next Steps:

When Mr. Branson meets with Ms. Cruz and his other colleagues, he shares the sentence chunking task he guided his students to learn. Ms. Cruz is very interested in learning more about the task, and Mr. Branson offers to visit her class one day the following week to model how to do it.

Special thanks to Thea Fabian and Luciana de Oliveira for their support in developing this vignette

Sources:

Christie, Frances. 2012. *Language Education throughout the School Years: A Functional Perspective.* West Sussex, UK: Wiley-Blackwell.

Derewianka, Beverly. 2011. *A New Grammar Companion for Teachers.* Sydney, NSW: Primary English Teaching Association.

Goucher, Candice, Charles LeGuin, and Linda Walton. 1998. "The Tentacles of Empire: The New Imperialism and New Nationalism in Asia, Africa, and the Americas." *In the Balance: Themes in Global History.* Boston: McGraw-Hill. (Annenberg Learner, Bridging World History http://www.learner.org/courses/worldhistory/support/reading_20_2.pdf accessed April 8, 2014).

Morrell, Ernest, Rudy Dueñas, Veronica Garcia, and Jorge López. 2013. *Critical Media Pedagogy: Teaching for Achievement in City Schools.* Teachers College Press: New York.

Schleppegrell, Mary J. 2004. The Language of Schooling: A Functional Linguistics Perspective. Mahwah, NJ: Lawrence Erlbaum Associates.

Schleppegrell, Mary J., and Luciana C. de Oliveira. 2006. "An Integrated Language and content Approach for History Teachers." *Journal of English for Academic Purposes* 5: 254–268.

Spycher, Pamela. 2007. "Academic Writing of English Learning Adolescents: Learning to Use 'Although.'" *Journal of Second Language Writing* 16 (4): 238–254.

Resources:

The Functional Grammar for Teachers website (http://stories4learning.com/moodle/course/view.php?id=15) provides additional information for language analysis.

TeachingHistory.org (http://teachinghistory.org/teaching-materials/english-language-learners/25588) has many useful resources for teaching materials for teaching ELs.

California History-Social Science Project (http://chssp.ucdavis.edu/) has many useful resources for teaching history and the language of history, including the History Blueprint Units (http://chssp.ucdavis.edu/programs/common-core/programs/historyblueprint), and The Source quarterly magazine (http://chssp.ucdavis.edu/source-magazine).

Grade Eleven – Pages 155–164

Vignette 7.3: Literacy Instruction in Grade Eleven
Reading, Analyzing, and Discussing Complex Texts in American Literature

Background:

Ms. Robertson teaches eleventh grade English in an urban high school. She meets regularly with the other English teachers, the eleventh grade U.S. history teachers and the English language development and special education specialists at her school during collaborative planning time, which ensures that their students understand the connections between the literary and informational texts they're reading in their English and history classes. It also gives Ms. Robertson an opportunity to reinforce understandings of important historical concepts and events the students are learning about in their U.S. history class. The current interdisciplinary unit explores the U.S. Civil Rights Movement.

In U.S. history class, among other things, students learn to interpret past events in their historical context; identify authors' perspectives, bias, and interpretation in historical texts; evaluate major debates among historians regarding alternative interpretations of the past; and show connections between historical events and larger social contexts. In both their U.S. history and English classes, students examine primary and secondary sources and engage in conversations and writing tasks about the topics at hand. Before examining the text in the lesson featured below, *Bury My Heart at Wounded Knee: An Indian History of the American West* by Dee Brown, the history teachers make sure students understand the historical context under which it was produced. The book was published in 1970, shortly after the founding of the American Indian Movement (AIM), the group that took over Alcatraz seeking to reclaim Native American land. In U.S. history, students learn about how Indian activism during this period was situated in the context of the broader Civil Rights Movement and how this activism led to the passage of important civil rights policies (e.g., the 1968 Indian Civil Rights Act, the 1972 Indian Education Act, the 1975 Indian Self-Determination and Education Assistance Act). To gain a better understanding of the historical events leading up to the American Indian Civil Rights Movement, the students also view and discuss portions of the PBS documentary *We Shall Remain* (http://www.pbs.org/wgbh/amex/weshallremain/the_films/index) in their history classes.

Ms. Robertson and her colleagues understand that it is critical that high school students read many different texts that represent a variety of perspectives, as this is one of the ways students gain an understanding of bias and also of the concerns of people who did *not* want policies that supported desegregation, particular civil rights, etc. For example, in history class, the students read writings by and view televised interviews of people with different perspectives on various topics during the time of the civil rights movement. The teachers have discussed how *not* presenting a complex history can result in students' limited understandings of historical events and lead them to ignore multiple perspectives. Instead, the teachers emphasize for students that human decision making is complex and depends on many different factors, including one's historical and cultural context.

In English class, Ms. Robertson is guiding her students to explore different perspectives about various aspects of the civil rights movement through reading literary texts (including novels, short stories, and poems) and related informational texts. Students also view and discuss documentaries and other multimedia, such as scenes from plays and films. The culminating task for this unit is for students to write arguments, with evidence from the texts they've read and media they've viewed to support their assertions, about the responsibilities of historians to depict history from multiple perspectives. One goal is for students to begin to think critically about how history is represented depending on who depicts historical events.

The unit includes reading and discussion of a variety of literary and informational texts representing diverse perspectives, including the following:

- *Tracks*, by Louise Erdich, a novel that addresses tensions between traditional Native American cultures and the Westernizing influence of white America;
- *The Bluest Eye*, by Alice Walker, which is the story of a young African-American girl dealing with racism, poverty, and other issues;

- Novellas from *I Hotel*, by Karen Tei Yamashita, Leland Wong, and Sina Grace, which tell the stories of Asian Americans in San Francisco during the 1960s and 1970s.
- *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jiménez, which is a collection of autobiographical short stories about the life of an immigrant in the U.S.;
- A National Farm Workers Association speech given by Dolores Huerta in Sacramento (https://diva.sfsu.edu/collections/sfbatv/bundles/185999, April 10, 1966);
- Martin Luther King's "Letter from Birmingham Jail," which advocated for the philosophy of non-violence as a political strategy;
- The play, "A Raisin in the Sun," by Lorraine Hansberry, which explores, among other things, African-American identity, racism, and social status in the 1950s; and
- Several poems, including "Let America Be America Again" (http://www.crmvet.org/poetry/fhughes.htm), by Langston Hughes and an excerpt from *I am Joaquín:Yo Soy Joaquín* (http://www.latinamericanstudies.org/latinos/joaquin.htm), by Rodolfo Corky Gonzales (the students will also write original poems from the perspective of an individual engaged in the struggle for civil rights)

Ms. Robertson's English class includes students who experience challenges with reading and writing grade-level text, as well as students who are reading at and above grade-level. Her class also includes three ELs at the late Emerging and early Expanding levels, as well as several ELs at the Bridging level. All students are capable of and accustomed to engaging in collaborative conversations about complex texts and topics, and Ms. Robertson provides high levels of support so that students can meet these high challenges.

Lesson Context:

At the beginning of the week, Ms. Robertson asks her students to view and discuss the portrait "Manifest Destiny" by John Gast, which provides an opportunity for the students—regardless of their prior knowledge of westward expansion in the 19th century—to discuss how ideas in art can both reflect and shape human beliefs and actions. Ms. Robertson also asks the class to view and discuss how Native Americans were depicted in photographs taken in the nineteenth century. This task prepares students for discussing author's perspectives in texts. The students then view and discuss brief excerpts from the film, *Bury My Heart at Wounded Knee* (HBO Films) before reading excerpts from the book on which the movie was based. The students compare the way Native Americans and the U.S. government were depicted in the film, photographs, and art. Ms. Robertson tells her students that, in order to understand the text they'll be reading, it is important to think critically about the historical context, as well as whose perspectives are being represented.

Ms. Robertson's students will be reading excerpts from the book *Bury My Heart at Wounded Knee: An Indian History of the American West* by Dee Brown, *a historical informational text* that describes the experiences of American Indian people from their perspective during the second half of the nineteenth century. For the unit on the U.S. Civil Rights movement, this book is considered a *primary source* as it was published in 1970 at a time of increasing American Indian activism and addressed the civil rights of Native Americans. The book weaves together many primary and secondary source documents from the 19th century. (For studying westward expansion in the late 19th century itself, the book is considered a secondary source.)

The learning target for today's lesson and related standards are provided below.

Learning Target: Students will closely examine and discuss an excerpt from *Bury My Heart at Wounded Knee* to better understand the author's perspective and reasons for the American Indian Civil Rights Movement.
CA CCSS for ELA/Literacy: *RI.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; RI.11-12.6 – Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text; SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions with*

diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CA ELD Standards (Expanding): *ELD.PI.11-12.1 – Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas; ELD.PI.11-12.3 – Negotiate with and persuade others in discussions and conversations using learned phrases and open responses to express and defend nuanced opinions; ELD.PI.11-12.6b - Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials.*
Related California History-Social Science Standards: 11.10 Students analyze the development of federal civil rights and voting rights.

Lesson Excerpts:

In today's lesson, Ms. Robertson guides her students to read parts of the first chapter of from *Bury My Heart at Wounded Knee* carefully and analytically, using a variety of instructional approaches. She focuses on four main tasks:

- A careful reading of a passage from the text
- A collaborative conversation about the passage using text-dependent questions
- A collaborative summary of the passage
- A written response synthesizing the day's learning

Ms. Robertson begins the lesson by asking students to recall and briefly discuss at their tables what they learned by viewing the documentary, art, and photographs on previous days, as well as what they've been learning about in their U.S. history classes. She provides students with optional sentence frames (e.g., We noted in the reading that ___. We observed in the photographs/painting/documentary that ___.). These frames support students to volunteer and express their ideas. In the whole group debrief, Ms. Robertson notes that she overheard some students discussing the negative assumptions made about American Indians. She briefly provides an overview of the first chapter, and she tells the students that the text provides alternative perspectives to some of the negative assumptions about American Indians that were prevalent until recently and that even exist in present times.

She reads aloud the first several paragraphs of Chapter One as students follow along with their own copies of the text. She stops every so often to model the use of different types of comprehension strategies, including pointing out and explaining terms that are key to understanding the text. She models engaging in good reading practices by asking herself clarifying questions and stopping to summarize what she's read at the end of a paragraph or longer section. After she's read the short section aloud, she poses a few comprehension questions to the class to ensure they have understood the *gist*.

Next, she asks her students to read independently the next passage in the text, which she has provided on a separate handout, and to consider some text-dependent questions as they read. She asks them to jot down their responses to the questions - as well as any questions they have about the text and to circle any unfamiliar vocabulary they encounter – directly on the handout. Previously, the class read other texts using text-dependent questions using a similar procedure, so they are familiar with the task. Additionally, Ms. Robertson previewed the content of the present text, as well as the meanings of the text-dependent questions, with the EL students at the Emerging level to ensure they would be able to fully engage in the task.

Before students read the text independently, Ms. Robertson briefly explains the meaning of several of the terms she anticipates may be unfamiliar to students (i.e., decade, blotted out, gradual stages, clamor, remnants). She does not spend much time explaining these terms, nor does she tell students the meaning of all of the words that may be unfamiliar to them. Her students know that in complex texts, much of the language conveying the ideas will be challenging, and they are accustomed to

identifying words that are unclear to them, looking at the text surrounding unfamiliar words to determine the words' meanings, using their dictionaries and/or thesauruses, as well as asking one another for clarification about word meanings during conversations.

Ms. Robertson uses a strategy called "1-2-4," where students first write down their responses to the questions ("1"), then take turns asking the questions and sharing their responses with a partner ("2"), and finally discuss the same questions in a group of four. Each table has four students. (Later in the year, once all students are able to fully participate in and extend their conversations better, she will decrease the level of scaffolding and skip step "2.") The students' handout is provided below:

Bury My Heart at Wounded Knee – Excerpt (p. 7) and Focus Questions

The decade following the establishment of the "permanent Indian frontier" was a bad time for the eastern tribes. The great Cherokee nation had survived more than a hundred years of the white man's wars, diseases, and whiskey, but now it was to be blotted out. Because the Cherokees numbered several thousands, their removal to the West was planned to be in gradual stages, but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus. During the autumn of 1838, General Winfield Scott's soldiers rounded them up and concentrated them into camps. (A few hundred escaped to the Smoky Mountains and many years later were given a small reservation in North Carolina.) From the prison camps they were started westward to Indian Territory. On the long winter trek, one of every four Cherokees died from cold, hunger, or disease. They called the march their "trail of tears." The Chocktaws, Chickasaws, Creeks, and Seminoles also gave up their homelands in the South. In the North, surviving remnants of the Shawnees, Miamis, Ottowas, Hurons, Delawares, and many other once mighty tribes walked or traveled by horseback and wagon beyond the Mississippi, carrying their shabby goods, their rusty farming tools, and bags of seed corn. All of them arrived as refugees, poor relations, in the country of the proud and free Plains Indians (Brown, 1970, p. 7).

Primary Guiding Question:

How is the experience of the Native Americans during this period of history represented?

1. What is happening in this section, and who or what is involved?
2. What was the "permanent Indian frontier?"
3. Who was being removed to the West and why?

After students have had sufficient time to read the text once, Ms. Robertson facilitates a brief discussion to clarify terms and answer the students' questions. She asks the students to return to the text and read it a second time. This time, she asks them to write notes and mark up relevant parts of the text in response to the following additional focus questions:

- What is the author's perspective about the Native Americans' experiences?
- What kind of language does Brown utilize that allows the reader to understand his point of view and attitudes?

The students have used focus questions such as these to read sections of texts analytically, and Ms. Robertson reminds them of a few examples of language that helps them determine an author's perspective and attitudes from previous texts they've read, such as the author's word choice (e.g., a *glorious* rebellion, a *devastating and life-changing* event, *fortunately*). The class has discussed how all authors, regardless of the text type, have opinions and attitudes when they write, and these perspectives are conveyed in different ways in history and science texts than they are in stories. For example, the class has discussed how textbooks often select a very small portion of history to include, which is an example of bias (even when it is simply list of factual events) since the list was selected by a person with an opinion on which facts were important to include.

After the students have had sufficient time to read the text once again and write down some notes independently, Ms. Robertson asks them to share their ideas first in pairs ("2") and then in their table groups ("4"). She randomly assigns a *recorder* at each table who will be responsible for taking notes on the group consensus, using a template Ms. Robertson has provided (all students must also write down the consensus statements on their handouts). She asks students to refer to their notes and the textual evidence as they come to a group consensus at their tables on their responses to each question. She reminds them of a poster in the classroom, which provides ways of respectfully participating in an academic conversation. She tells the students that she expects to hear some of this type of language as she listens in to their conversations, and she has the class chorally say some of the sentence frames together. Additionally, she asks students to remind one another to incorporate the language. She also lets them know that they are free to use any type of language that best helps them to communicate their ideas, and that the sentence frames are intended to *apprentice* them to take a more academic stance in conversations. Part of the poster is provided below:

<table>
<tr><th colspan="2">(Some) Language for Taking an Academic Stance</th></tr>
<tr><td colspan="2">To cite evidence from the text:
In this part of the text we see that ____.
My understanding of the text is that ____.
One thing I noticed was that ____.</td></tr>
<tr><td>To ask for clarification:
Can you say more about ____?
What do you mean by ____?
Can you show me evidence in the text that ____?</td><td>To affirm or agree:
That's a really good point.
I like what you said about ____ because ____.</td></tr>
<tr><td>To build or add on:
I'd like to elaborate on to what you said.
Also, ____.</td><td>To disagree respectfully:
I'm not sure I agree with ____ because ____.
I can see your point. However, _____.</td></tr>
</table>

As students converse, Ms. Robertson circulates around the room, answering questions, prompting students' thinking, and observing how individual students are participating in the task, processing the ideas, and using language appropriate for the task. At one point, she listens in on a conversation that includes two EL students at the early Bridging level of English language proficiency, Adriana and Chue.

Sara: I think that what's mostly happening in this part is that the Cherokee nation is being removed from their lands and to the West. They're going to move them somewhere in the West. Before, when Ms. Robertson was reading, they said that the "permanent Indian frontier" would let them stay because it was supposed to be permanent, but now they have to go. So, I think the quotation marks mean that it's not really permanent.

Adriana: *That's an interesting point. Also, I noticed that* it says that there were soldiers. I think the soldiers were putting them into prisons. But some of them got away into the mountains.

Sara: Yeah, I think they put them into prisons first, and then they moved them all West, right?

Chue: There was something about gold that I don't get.

David: Yeah, I saw that, too. It says "but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus." So, I think

there was gold on their land. They found gold there.

Chue: And the soldiers wanted it. So the soldiers were doing the removing.

Sara: The government. The U.S. government wanted it, I think.

Chue: So, *my understanding of the text is that* the government wanted gold, and then they moved the Cherokee nation to the West. But, why couldn't they just let them stay there while they got the gold?

Ms. Robertson: Can you take a look at this part, "a clamor for their immediate wholesale exodus?" What do you think that means?

David: A clamor is when there's a lot of noise, and immediate means they had to do it, like, right now. Exodus, what does that mean?

Adriana: It sounds like *exit*.

David: Okay, so … I still don't get it. (The other students concur.)

Ms. Robertson: Okay, would you like me to help you unpack it? How about if we take a look at the whole sentence first. Let's read it together: *Because the Cherokees numbered several thousands, their removal to the West was planned to be in gradual stages, but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus.* So, the first thing I'm seeing is that there are actually three ideas packed into this sentence, which makes it kind of tricky to figure out. When you have a big long sentence like this, it helps to *unpack* it. Let's see if we can do that.

Ms. Robertson shows the students where the three clauses are and has them underline them:

> Because the Cherokees numbered several thousands,
>
> their removal to the West was planned to be in gradual stages,
>
> but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus.

David: So, the first idea is something about there being several thousand Cherokees. But it's starting with *because*. I thought you couldn't do that.

Ms. Robertson: You can, but you can't have that sentence on its own because it's a *dependent clause*. It depends on another clause for its meaning.

Ms. Robertson writes out two more examples to demonstrate when *because* would be acceptable and unacceptable.

Chue: Yeah, I think it's the next part because it's telling about how they were going to remove them: "in gradual stages."

Ms. Robertson: What does that mean?

Sara: Not all at the same time? A stage is like, the stages of metamorphosis, or like steps or phases. So they were going to move them to the West in stages because there were so many of them. "In gradual stages," so slowly.

Ms. Robertson: Okay, so how about that word *but*, which starts the next clause. What does that tell us?

Adriana: It's telling us something's going to be different, or the opposite. (Reads the clause) "…*but the discovery of Appalachian gold within their territory …"* I think they discovered gold on their territory.

Ms. Robertson: Who's the "they?" Who discovered the gold?

Chue: I think it's the army. Or the white people who settled there. The U.S. government knew there was gold there.

Sara: Yeah, it says "within their territory." That's not the U.S.'s territory. I think it means the Cherokee's territory, on the Cherokee's land. So they wanted to get them out fast, instead of slowly, like they were planning to do so they could get the gold.

Adriana: That's not fair.

Ms. Robertson: What's not fair?

Adriana: That's not fair that they made the Cherokee nation leave so fast, or maybe it's not fair they made them leave their land at all – just because they wanted the gold.

Ms. Robertson: Whose perspective is that?

Adriana: Mine?

Ms. Robertson: Okay, and what do you think the author's perspective might be? Why don't you discuss that for a bit.

Ms. Robertson leaves the group for a few minutes to listen in on the other groups' conversations. When she returns, the students are still discussing focus question #4.

David: I think the author thinks the U.S. government treated the Cherokee nation, all the Native Americans, unfairly.

Ms. Robertson: Can you say more about that?

David: Well, here it says that the Cherokees were supposed to be removed slowly, in "gradual stages." But they discovered gold on that land, so they wanted to get them out fast and take the gold.

Chue: It seems like the author is looking down on that.

Ms. Robertson: Are there any words in particular that make us think that?

Chue: We think when he uses the words "clamor" and "immediate wholesale exodus," it makes it sound like people were freaking out and telling the government to get rid of all the Native Americans right away. To wipe them all out. And he also uses quotation marks around "permanent Indian frontier." I think it's like when you do air quotes. You're saying it's not really that.

Adriana: And he also uses words to describe the Native Americans, like "shabby" and "rusty" and "refugees." So, that makes us think he feels more for the Native Americans than the U.S. Government. He's telling us how bad they had it, how bad their experience was.

David: He sympathizes with them.

Ms. Robertson: Who sympathizes with whom?

David: The author sympathizes with the Native Americans, and he thinks the U.S. government treated them with injustice.

Adriana: *I want to elaborate on what you said.* I think he has the same perspective as the Native Americans. I think he's trying to show us what their experience was like.

Ms. Robertson: That's an interesting observation, and it's making me think about conversations we've had about how history isn't just facts written down. History is written by people, people who have opinions about things, only, sometimes we can't see their opinion right away because they're not saying things like "I think." But if we take a look carefully at the text, we can see what the author really thinks, what

they author's perspectives and attitudes are.

After the small group conversations, Ms. Robertson pulls the whole group together so they can compare their collective responses. She asks the students some strategic questions about what they found, differentiating the questions based on what she knows about her students and calling on a mix of achievement levels, tailoring the question to individuals. As students share their ideas, she prompts them to elaborate on their responses, and she clarifies concepts, when needed. Afterward, she calls on random representatives to report out on their group's findings. Her students know that they are all accountable for sharing about their collaborative group work, and she supports them by providing adequate wait time so they can gather their ideas and by suggesting that they consult with a peer or their group if they're not sure what to say when reporting out. She has the representative display the recorder's consensus notes on the document camera and explain what the group found, and she asks the students who are listening to take notes on anything that is new or different or expressed in a slightly different way and to ask clarifying questions.

Next, the students engage in a familiar game-like task: Collaborative Summarizing. In this task, the students have a very limited amount of time to work together to summarize the section they just read - using 20 words or fewer (depending on the reading passage, Ms. Robertson sometimes limits this to 15 words or fewer). She gives the students three minutes to complete the task in pairs, using the following process:

Collaborative Summarizing
Step 1: Find who or what is most important in the section. Step 2: Find out what the *who* or *what* is doing. Step 3: Use the most important words to summarize the section in 20 words or fewer. (It can be more than one sentence.)

(When time permits, a Step 4 is added: Use the thesaurus to find more precise or nuanced ways to say this. This challenges students to expand their vocabulary repertoires.)

Adriana and Sara are partners for this task, and the summary of the passage they generate is the following:

> The Cherokees were removed from their land because the U.S. government wanted their gold, and they became refugees.

A few students share out their summaries, while the class listens to evaluate whether or not all of the critical information is embedded. To wrap up the lesson, Ms. Robertson asks her students to take five minutes to respond to a writing prompt. The quick-write is not intended as a test of their learning, but rather, an opportunity for students to synthesize the ideas discussed that day. The quick-write also gives Ms. Robertson valuable feedback she will use to adjust instruction in subsequent lessons.

Quick-Write:
Based on the text we read today, what were the author's perspective and attitudes about the experiences of the Native Americans during this period of history? Use terms from today's reading and your conversations, as well as at least one example from the text to support your ideas.

Ms. Robertson briefly examines her students' written responses as they are writing and at the end of class, and she quickly records a few notes in her journal regarding students' understandings and areas she will need to focus on more intensively in future lessons. Mostly, she focuses on students' understandings of the ideas in the text they read that day, and she notes any misunderstandings she will need to clarify. She is also interested in seeing if students are taking up the language resources (e.g., vocabulary, complex sentences, and use of long noun phrases) that are modeled in the complex texts students read and analyze.

Next Steps:

One thing she wants her students to do is to be able to monitor their own learning and evaluate their own writing. The next day, at the beginning of class, she has her students swap their quick writes, and she guides them to review the quick write prompts together. She asks students to share examples from the writing they have in front of them that responds effectively to the prompts, and she notes what students say on the document camera. Next, she has students examine their own papers to evaluate how well they responded to the prompts, based on what they just discussed. Ms. Robertson has found that supporting students to reflect on their own writing in this manner gives them valuable ideas for the next time they are asked to write.

As the unit progresses, the students will read other excerpts from *Bury My Heart at Wounded Knee*. They will also select a novel to read and analyze in small book groups in order to determine perspectives presented in the novels and relate them to the social and political changes occurring during the civil rights movement. The students will also read and analyze other types of texts, including short essays and stories, poetry, and speeches. At the end of the unit, each student will write an argument, with evidence from the texts they read and media they viewed to support their assertions, about the responsibilities of historians to depict history from multiple perspectives.

At their next collaborative planning session, Ms. Robertson and her colleagues discuss how the interdisciplinary unit has been going. The teachers examine a few of the writing samples from each of their classes in order to determine where they should focus more attention on content understandings, disciplinary literacy, and language development. Because the teachers have their students write daily, frequently analyzing at every student's writing in depth is not plausible, which is why looking at student writing *on the spot* during class and briefly during collaborative planning time is so important for them. The on-the-spot observations combined with examining samples of student writing during collaborative planning time helps them ensure that students are on track for the end of unit writing performance tasks, which the teachers will analyze in depth.

Sources:

Brown, Dee (1970). *Bury My Heart at Wounded Knee: An Indian History of the American West.* New York: Holt Rinehart Winston.

Special thanks to Thea Fabian for support on developing this lesson.

Resources:

To read more about discussing the language of complex texts, see:

Fang, Zhihui, and Pace, Barbara G. 2013. "Teaching With Challenging Texts in the Disciplines: Text Complexity and Close Reading." *Journal of Adolescent & Adult Literacy* 57 (2): 104–108.
Schleppegrell, Mary J. 2013. "Exploring Language and Meaning in Complex Texts." *Perspectives on Language and Literacy*, 37–40.

To read more about discussing historical texts, see:

American Historical Association (http://www.historians.org/): Statement on Standards of Professional Conduct (http://www.historians.org/about-aha-and-membership/governance/policies-and-documents/statement-on-standards-of-professional-conduct)
California History-Social Science Project: History Blueprint
Cal Humanities (http://www.calhum.org/): Searching for Democracy (http://www.calhum.org/programs/searching-for-democracy)

Grade Eleven – Pages 164–170

Vignette 7.4: Designated ELD Instruction in Grade Eleven
***Unpacking Sentences* and *Nominalization* in Complex History Texts**

Background:

English learners from different eleventh grade English classes come together in Mr. Martinez's designated ELD class, designed to support ELs who are relatively new to English. The students are at a range of English language proficiency levels, from late Emerging through early Expanding, and have been in U.S. schools for about two years. Some students came from a newcomer school where they studied for their first year in an intensive program specifically designed for high school students learning English as an additional language. Other students were placed directly in mainstream classes and this designated ELD class. All EL students at the school have a *zero period* where they take an elective, thereby extending their school day, which ensures that ELs can receive targeted language instruction but do not miss out on any content classes and electives, such as art and music.

Many of Mr. Martinez's students are also in Ms. Robertson's English class (see the first vignette above), but some are in other English classes at the school. Mr. Martinez works closely with the English and other content area teachers to ensure he understands the types of reading, writing, and conversation tasks in which his EL students are expected to fully participate. He plans his instruction around understandings about English that apply to a variety of school tasks, and he also designs lessons that support his students to develop disciplinary literacy so that they will be able to interact more meaningfully with texts and tasks in their content classes. He has asked the other teachers to provide him with information about the texts students are reading, writing, and discussing so that he can explicitly draw connections for students between the learning in his class and what they are studying in their other classes.

Lesson Context:

Mr. Martinez frequently addresses how authors intentionally make choices about language in order to convey meanings and "how style and content contribute to the power, persuasiveness, or beauty of the text" (RI.11-12.6). Paying particular attention to his ELs' language learning needs, he uses the CA ELD Standards as the focal standards for instruction. His intent is to guide students to understand how writers can choose particular language resources to convey their opinions or attitudes, sometimes in ways that may not be immediately evident.

In today's lesson, Mr. Martinez focuses on supporting students to *unpack* sentences so that they can understand them better and also see some of the language resources in them. He's noticed that his students are often challenged by the complex texts they are asked to read in their content classes. These texts contain many complex sentences and long noun phrases that are densely packed with meaning. Mr. Martinez has noticed that many of the complex texts contain *nominalizations*, which are terms typically expressed (in everyday language) through verbs (e.g., destroy) or adjectives (e.g., strong) but in academic text are expressed as *things*, or nouns and noun phrases (e.g., destroy–>destruction, strong–> strength). He wants his students to have some tools for tackling some of the linguistic features that can make sentences difficult to read (e.g., complex sentences, long noun phrases, nominalizations), and so he plans to show them how they can unpack sentences for their meaning. The learning target and cluster of CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will *unpack* long sentences and determine how nominalization can affect the author's message or reader's interpretation of a text.
CA ELD Standards (Expanding): *ELD.PI.11-12.1 – Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas; ELD.PI.11-12.8 – Explain how a writer's or speaker's choice of phrasing or specific words produces nuances and different effects on the*

audience; ELD.PI.11-12.12a – Use an increasing variety of grade-appropriate general academic and domain-specific academic words accurately and appropriately when producing increasingly complex written and spoken texts; ELD.PII.11-12.7 – Condense ideas in a growing number of ways to create more precise and detailed simple, compound, and complex sentences.

Lesson Excerpts:

In today's lesson, Mr. Martinez shows his students how to *unpack* some of the sentences from *Bury My Heart at Wounded Knee: An Indian History of the American West* by Dee Brown, which most of the students have started reading in their English classes. Still, there are a few students who have not yet read the text as they are in other English classes, and he invites the students who have read excerpts to provide an overview for these students have not yet read it. As the students share their ideas in the whole group, he prompts them to elaborate and use more precise words, such as "Cherokee Nation," the "permanent Indian frontier," "removed." This way, all of the students will have some background knowledge before delving into an analysis of the language in the text.

He tells the students that they're going to be looking very intensively at the excerpt and that the first time they read it, it may seem quite challenging, but that they'll be reading the same text multiple times, and each time, the meanings will become increasingly clearer. He also shares that he's going to show them a helpful method for unpacking the meanings in tricky sentences they encounter in texts. He briefly explains some terms from the excerpt the students will analyze, terms that he anticipates will be particularly challenging for them (e.g., *stages, decade, permanent, blotted out, rounded them up*). Next, he reads the excerpt aloud as students read along silently in their handout. This way, the students can hear a model of what the text sounds like, including the pronunciation Mr. Martinez uses, where he pauses, where his voice rises and falls, etc. The excerpt he uses is provided below:

> The decade following the establishment of the "permanent Indian frontier" was a bad time for the eastern tribes. The great Cherokee nation had survived more than a hundred years of the white man's wars, diseases, and whiskey, but now it was to be blotted out. Because the Cherokees numbered several thousands, their removal to the West was planned to be in gradual stages, but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus. During the autumn of 1838, General Winfield Scott's soldiers rounded them up and concentrated them into camps. (A few hundred escaped to the Smoky Mountains and many years later were given a small reservation in North Carolina.) From the prison camps they were started westward to Indian Territory.

After he reads aloud, he invites the students to briefly discuss at their table groups what meanings they understand so far. Most of the students have already read this same excerpt in their English class, and this brief discussion allows Mr. Martinez to listen in and observe what students know and what language they are able to use to convey their knowledge. After the brief discussion, he answers a few clarifying questions the students have, using the students' primary language(s), when appropriate and possible (he speaks Spanish and some Portuguese). Next, he has the students read the excerpt aloud with him chorally. This time, he asks them to be thinking about the literal meanings of the text.

> Mr. Martinez: Who thinks this text is challenging? I also find it challenging, but I'm going to show you a way of attacking a complex text like this. First of all, let's talk a little bit about why this text is so challenging. Even in this short excerpt the sentences have a lot of information packed tightly into them. For example, let's just look at this long noun phrase: *The decade following the establishment of the "permanent Indian frontier."* Wow! That's a lot of information crammed into a small amount of space. The main noun, or thing, in that phrase is *decade*, which means ten years, and everything around that word is telling more about decade.

Mr. Martinez then shows his students a technique for unpacking tricky sentences that contain long noun phrases such as the one he just highlighted. He uses the following procedure:

Sentence Unpacking Teaching Process
1. Choose a sentence from a text students have already read, *a sentence that's critical for understanding the key meanings of the topic in the text.* 2. Model, through thinking aloud and using natural language, how to unpack the meanings of the sentence, teasing apart the information that's densely packed into the sentence. 3. Then, put the meanings back together (condense) in your own words, and compare that with the original sentence. 4. Talk about the language resources used in the original sentence and how they convey particular meanings. 5. Talk about how the sentence is structured and how this structure affects meaning (e.g., connects, condenses, combines, enriches, or expands ideas). 6. Return to the core meaning of the sentence to make sure students don't lose that as the central focus.

Mr. Martinez has prepared a chart for students to use when they "unpack" sentences:

Sentence Unpacking
1. Unpack the sentence to get at all the meanings: • *What's happening?* • *Who or what is involved?* • *What are the circumstances surrounding the action (when, where, in what ways)?* *2.* Repackage the meanings into your own words: • *What does this sentence mean in my own words?* • *How can I condense my words to make the sentence more compact?* 3. Think a more deeply about the original sentence: • *What do I notice about the language the author chose to use?* • *How does this language make meanings in specific ways?*

He displays the sentence he will unpack on the document reader. He splits the sentence into its more meaningful chunks of meaning, clauses. Then, he proceeds to write all the meanings he sees in the sentence in bullet points, all the while "thinking aloud" his process of unpacking. The students watch and listen, and he invites them to ask questions when they are unclear about the language he uses for his unpacked meanings.

Because the Cherokees numbered several thousands,

their removal to the West was planned to be in gradual stages,

but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus.

- Numbered - There were lots of (several thousand) Cherokee Indians.
- Their removal - Someone was supposed to be removed from their lands. (the Cherokees?)
- Gradual stages - They (the government?) were supposed to take the Cherokees to the West slowly over time.
- Because – There were several thousand Cherokees, so they were supposed to move them slowly.
- The discovery - People (the government?) discovered Appalachian gold on Cherokee land.
- Appalachian gold - People (the government?) wanted the gold from Appalachia.

- A clamor - People made a lot of noise about something.
- Immediate wholesale exodus – People (who?) told the government to move all the Cherokees off their land right away, now.

Mr. Martinez: So, you can see that there's a lot *packed in* to that one sentence. When I'm reading a sentence like this, in my head, I'm *unpacking* the meanings in my own words so I can understand it. Obviously, I'm not writing all of this down, but I wanted to show you what's going on in my head. After I've unpacked the sentence, I put all of those meanings back together so I can get to the real meaning the author was trying to convey. I think that what this sentence is saying is that people found out that there was gold on the Cherokee's land, in the Appalachian mountains, and they wanted the gold, so the people wanted them out fast. Even though there were thousands of Cherokees, and they were supposed to move them off of their land slowly, some people complained and made sure that all of the Cherokees moved off their land right away.

Eugenia: But, that's not what it says. It's not saying it the same way. The author has other words.

Mr. Martinez: You are right, and that's what's interesting here. What are some of the differences between the way it's written and the way I just used my own words to unpack it?

Victor: You use a lot more words!

Mr. Martinez: Yes, I did use a lot more words, but I can *condense* what I unpacked even more and still use my own words: The U.S. government was supposed to move the Cherokee Indians off of their land slowly, but the government discovered gold on the Cherokee's land, so people wanted the Cherokees to leave faster. One of the things you have when you write is time, and when you have time, you can condense your ideas, make them more compact.

After some more discussion, where Mr. Martinez clarifies students' understandings about the process of unpacking sentences, he guides his students to unpack another sentence with him, and this time, he has them tell him what to write, prompting them when they are stuck. Next, he asks his students to work in pairs to unpack the remaining sentences of the section, using the same sentence unpacking process, their English dictionaries and thesauruses, and/or their bilingual dictionaries. He requires the students to agree on the words they will use to unpack and then repackage the meanings, and he also requires them both to write. As students work together, he listens in on their conversations. One student, Suri, has noticed that there are some words that are making it difficult to see who is doing what (e.g., *their removal, the discovery, a clamor, an exodus).*

Suri: So the word, like *removal.* It say "their removal to the West," but it no say who is removing. When he unpack it, he say people, some people remove them. But who? Who remove the Cherokee Nation?

Fayyad: Maybe we can look here (pointing to the text). Here, it says it "was planned …" Huh. That doesn't tell who.

Mr. Martinez takes note of the students' conversations so that he can address their questions and *noticings* with the whole group. When, he pulls the students together to debrief, he asks them to report on their discussions. Each pair takes turns using the document reader to explain how they unpacked one of the sentences and then condensed them into their own words. They also share what they noticed about the language the author used.

Suri: It's hard to know who was doing it.

Mr. Martinez: Can you elaborate on that?

Suri: There are all these words - *removal, discovery, clamor.* We don't know who is

doing that. We don't know who is removing or who is discovering. I think it the soldiers because then it say, "*General Winfield Scott's soldiers rounded them up."*

Mr. Martinez: That's a great observation, Suri. What you're noticing is that writers can condense a lot of information in sentences by packing the things people *are doing* into *things*, like *removal* or *discovery*, which are represented by nouns. So, instead of saying "the army removed the Cherokees from their ancestral lands to the West," or "the white settlers discovered gold," the author can just write "their removal to the West," and "the discovery of gold." That packs in more information into a sentence, and it also makes it hard to see who is doing the action, who the agent of the action is. When people do things, they're the *agents*. So, one of the things nominalization does is hide the agent doing the action, or hide *agency*. These types of words—things that are usually verbs, or sometimes adjectives and are then turned into nouns, or things—is called *nominalization*. There are lots of reasons *why* an author would *choose* to do that, and we're going to look at some of those reasons today.

Mr. Martinez writes a student-friendly definition of nominalization on a piece of chart paper, which he will later post for the students' future reference:

Nominalization	
What is it? • Turning one part of speech into nouns or noun groups. • Usually verbs: construct □construction • Sometimes adjectives: different □difference	**Why use it?** • In history texts, nominalization is often used to make actions people (v.) do or qualities (adj.) into *things*. • This lets the writer interpret and evaluate the *things* and say more about them. • It also hides the *agents* (the people doing the action).
Examples: I **destroyed** (v.) the car. □The **destruction** (n.) of the car … They **removed** (v.) the Native Americans. □The **removal** (n.) of the Native Americans … I am exhausted (adj.). □My exhaustion prevented me from enjoying the party.	

As Mr. Martinez discusses the chart, he explains what he's writing and asks the students questions about the terms and examples.

Mr. Martinez: So, if you write, "The destruction of the car …", that hides who did it. Why would you want to do that?

Amir: (laughing) Because you don't want the police take away your driver license!

Mr. Martinez: Right, if I say it like a thing, "the destruction of the car," we can't tell who did it—me! That one was pretty easy. If you write "The removal of the Native Americans …", that also hides the agent. Why would the historian want to hide agency here? Talk for a minute with the person sitting next to you first.

Selena: If you hide the agent, the people who do it, we think it just happen. But we don't know who do it. Or we have to think hard to see who did it.

Katia: And I think it show that the Native Americans do not make the decisions themselves. Someone forced them to leave their land. But if you don't say who force them, then it makes it softer or seem not so bad.

Elois: We don't know who *planning* to remove the Cherokee, and we don't know who *removing* them.

Mr. Martinez: Right, and how do we know someone is removing them?

Nadia: It say, "their removal." But they are not removing themself.

Mr. Martinez: Good observation. Notice this word: removal. It's related to the verb remove, right? But is it a verb here?

Amir: That's passive voice.

Mr. Martinez: That's a great connection your making. This is like passive voice, but it's a little different. The thing that's the same is that you don't know who the agent is when you use passive voice or nominalization. But what's different is that passive voice is still in the verb form. So, you might say something like "The Cherokees *were removed*." However, nominalization turns the verb into a noun phrase or a "thing." Instead of seeing were removed, you'd see "their removal."

Mr. Martinez writes the following examples of what he explaining on the white board:

Active Voice	Passive Voice	Nominalization
The U.S. government ***removed*** the Cherokees.	The Cherokees ***were removed*.**	*Their removal* …
verb form – can see agent	*verb form – can't see agent*	*noun form – can't see agent*

He then guides the students to find the nominalizations in the text. They read the sentences together, and at the end of each sentence, he asks them to see if they can find any nominalizations in it. Then, the class decides together if the words are nominalizations, highlight them, and then discuss what questions they should be asking themselves when they read. Finally, Mr. Martinez asks the students to *translate* the part of the sentence that contains the nominalization into a sentence using the more typical verb form of the word. A portion of the chart the class generates is below:

Nominalizations	Questions about Agency	Verb form translation
the establishment	Who established the "permanent Indian frontier?"	The U.S. government **established (made)** the "permanent Indian frontier."
their removal	Who is removing the Cherokees?	The army **removed (took away)** the Cherokees to the West.
the discovery	Who discovered the gold?	The U.S. government **discovered (found)** gold.
a clamor	Who is clamoring for their exodus?	The white settlers **clamored (made a lot of noise)** for the Cherokee people to leave.

Next Steps:

For the rest of the year, Mr. Martinez will expand his students' understandings of nominalization and other language resources by drawing their attention to instances of nominalization and facilitating discussions about the meanings of the words and possible reasons why the author chose to use them, including author's perspective. In the next collaborative planning session, Mr. Martinez discusses the approach of sentence unpacking with his colleagues. The science teacher notes that this would be a very useful technique for his classes since the science texts he uses have a lot of densely packed sentences.

Together, the teachers look at one of the sentences from a science text students are currently reading, and they unpack it together, using Mr. Martinez's technique.

Sources:

Brown, Dee (1970). *Bury My Heart at Wounded Knee: An Indian History of the American West.* New York: Holt Rinehart Winston, 1970.

CA ELD Standards, Chapter Five, Learning About How English Works

Resources

For further reading, see:

Fang, Zhihui, and Mary J. Schleppegrell. 2010. "Disciplinary Literacies Across Content Areas: Supporting Secondary Reading Through Functional Language Analysis." *Journal of Adolescent & Adult Literacy*, 53 (7): 587–597.

California Department of Education
January 2015